



1978

An Analysis of the Administrative Decision-Making Role and Responsibilities of Division Chairmen Within the Public Community Colleges of the State of Illinois

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Recommended Citation

Admire, J. Neil, "An Analysis of the Administrative Decision-Making Role and Responsibilities of Division Chairmen Within the Public Community Colleges of the State of Illinois" (1978). *Dissertations*. Paper 1758.
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AN ANALYSIS OF THE ADMINISTRATIVE DECISION-MAKING
ROLE AND RESPONSIBILITIES OF DIVISION CHAIRMEN
WITHIN THE PUBLIC COMMUNITY COLLEGES
OF THE STATE OF ILLINOIS

by

J. Neil Admire

A Dissertation Submitted to the Faculty of the Graduate School
of Loyola University of Chicago in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

May

1978

ACKNOWLEDGEMENTS

The author wishes to acknowledge his gratitude to the many persons who made this study possible. He is indebted to the many college officials who cooperated in supplying data and participated in the interviews.

The confidence and encouragement provided the author by his committee is greatly appreciated, Dr. Melvin P. Heller and Dr. Jasper J. Valenti. A special thanks to the author's chairman and advisor, Dr. Max Bailey, for his professional assistance and friendship.

An expression of gratitude, to my wife Jodie and sons Parry and Kirk, cannot suffice for the time usurped from them, but without their understanding and faith this study could not have been completed. Finally, the inspiration given the author by his family was essential.

VITA

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CHAPTER I

INTRODUCTION TO THE STUDY

Our world is turbulent with social, political, economic, and scientific change of great force, swift pace, and high order complexity. Although, in one sense, there may indeed be no new thing under the sun, existing forms undergo mutations and acquire new shapes.

The community college, born from the existing forms of education in the United States, has acquired a new educational form replete with a myriad of opportunities for investigation.

The administrative structure of the community college has many familiar faces in secondary and higher education patterns. Included in this administrative structure are the division chairmen who are challenged with educational decisions that at times appear traditional but are so intermixed with new "shapes" that comparative analysis with others seems inconsequential. Whether the role has evolved as an outgrowth of the secondary school department chairman or has a limited view of its university counterpart was uncertain. The role of division chairmen in the community college, however, enjoys a status of infancy as does the system itself.

¹Lamar B. Johnson, Islands of Innovation Expanding (California: Glenco Press, 1969), p. 3.

The uniqueness of the position in the system of higher education was reflective of the complexities of the mission of the public community college and the diversity of decision-making required. The concept of the community college was unique and the parallel challenge of this "open door" institution provided the setting for the study of division chairmen and the chairmen's role and administrative decision-making opportunities within the formal organization. The key role of this middle-level administrator in the community college was seldom researched in a scholarly manner; thus, significant data were elusive to combine in rhetoric. Relationships with other administrators and with members of the teaching faculty were challenging for division chairmen in light of partial allegiance to each group.

The division chairmen's administrative role was recognized in virtually all organizational structures of community colleges, primarily as a middle-level administrator with partial teaching responsibilities. Administrative responsibilities are varied in the community colleges, subject to the size, organization, and curricular design of the college. In some community colleges the responsibilities cross department lines and involve a considerable number of faculty to supervise. In other community colleges, the basic structure was the department, which somewhat narrows the range of academic responsibility. Regardless of the basic unit of organization, the administrative responsibilities of division chairmen were similar. Quite often the willingness of the chief

administrative and academic officers of the college to share the decision-making responsibilities, combined with the competency of division chairmen, sets the tone of the division chairmen's position.

Division chairmen seemed to face unique challenges in participating in the decision-making responsibilities within the formal organization. These conditions gave rise to a purposeful study attempting to provide insight into the role of the community college division chairmen, a study hopefully as unique as the community college itself.

Purpose of the Study

The purpose of the study was to analyze the administrative decision-making role of the division chairmen within the formal organizational structure of the public community colleges in the State of Illinois.

Illinois, with legislative approval in 1965 of the Public Junior College Act, set forth a mechanism to develop a statewide interrelated system of public colleges. Following the lead of California and states such as Florida, Texas, and New York, the Illinois law provided for junior colleges to blanket the state with specified areas of land to draw financial support and a student body. A series of Master Plans were written in accordance with the formation of the statewide governing board, the Illinois Board of Higher Education. The Board was created prior to the passage of the Public Junior College Act to serve as a coordinating board

for all institutions of higher education in the state.

The Act created a separate governing board for the junior colleges, the Illinois Junior College Board. The members are appointed by the governor of the State and, as a body, provide coordination and program approval for the various community colleges in the State.

The system was recognized nationwide as innovative and representative of the philosophy of the community colleges. The system presently has thirty-nine separate districts and forty-nine separate campuses. Several multi-campus districts were formed with the Chicago City Colleges being the largest with six individual campuses. Other colleges with multi-campus districts are Black Hawk in Moline and Kewanee and Illinois Eastern in Olney, Robinson and Mt. Carmel, according to publications of the Illinois Junior College Board.

The community colleges in Illinois were governed by a local board of elected trustees and derived a portion of their revenue from local sources, such as taxes levied against the assessed valuation of the district, student tuition, and chargeback tuition for students attending from outside the college district, as provided for in the Junior College law.

The community colleges of Illinois were directed by public act to provide education for all students in their district who could benefit from a program. This "open door" concept provided educational opportunities for students who previously did not consider college as a viable alternative.

The geographic location of many college districts placed college opportunities within commuting distance from their homes.

The Public Junior College Act further directed the colleges to offer a baccalaureate curriculum of two years for transfer to a university, vocational-technical programs of one and two-year terminal degrees, developmental adult, and community service courses. The wide range of program and course offerings and community service activities provided a comprehensive system of education for the communities of the various college districts. The service was unique to the community college in its entirety and was enthusiastically accepted by the citizens. The diversity of the division chairmen in a community college interacting with all levels of the community to provide programs and courses presented challenges to the position unlike similar positions in the secondary schools and universities.

The inculcation of division chairmen in the community college organization was a matter of little empirical evidence in relation to decision-making. Duryea has stated that the organization determines the mode of decision-making within an institution.² He indicated that there are three fundamental facets of an organization: 1) authority; 2) in-

²E.A. Duryea, Administration in Higher Education, ed. Gerald P. Burns (New York: Harper & Row, 1962), p. 29.

tegration of those affected by decisions in the decision-making process; and 3) administration working within the constraints of the college or university.³

Talcot Parsons, as referenced in Duryea, stated that a basic ingredient in any organization was power.⁴ Most writers, however, identified authority as a major factor in decision-making. Simon suggested that authority in an organization rests with many persons and in various and complex ways. Some persons derive authority from specialities, group identification, power or from within the hierarchical structure.⁵ The nature of the division chairmen's position indicates that authority may be present in varying degrees within a single college. Authority existed in varying degrees in various administrators and was not a condition commensurate with responsibility. Authority was not usually given or delegated, but was derived by administrators from such sources as judicial review, budget, and non-cooperation of other self-contained units.⁶

³Ibid., p. 30.

⁴Ibid.

⁵Herbert Simon, Donald Smithburg, Victor Thompson and Alfred A. Knopf, Public Administration (New York: The Free Press, 1959), p. 213.

⁶Ibid., p. 215.

A study of administrative decision-making involves a thorough review of the formal organizational structure and the formal ways administrators interact within the organization. Administrative decision-making occurs in three ways: 1) authority through collaborative effort; 2) the logical sequence of making and implementing decisions; and 3) understanding to foster self-ideals.⁷

Decision-making formally occurred through the formal structure, but the organization was divided into the formal and informal structure.⁸ Barnard, as referenced in Griffiths, wrote that the informal organization was indefinite and structureless and had no definite subdivisions.⁹ Duryea stated that to the extent the department chairmen enter into the policy-making councils, the President may, to this same extent, obtain their cooperation in implementing policies.¹⁰ Within the organization, decisions are made and implemented to varying degrees by administrators. The division chairmen are deeply involved in the decision-making process and implement the decisions within a "zone of indifference."¹¹

⁷Duryea, p. 42

⁸Daniel Griffiths, "Administration as Decision Making," Administrative Theory in Education, ed. Andrew Halpin (Chicago: Midwest Administration Center, University of Chicago Press, 1958), p. 126.

⁹Ibid.

¹⁰Duryea, p. 32.

¹¹Chester A. Barnard, The Functions of the Executive (Cambridge: Harvard University Press, 1938), p. 163.

Duryea referred to the same as the "zone of acceptance."¹² However, Griffiths stated that an individual's rank in the organization was directly related to the degree of autonomy he exercises in decision-making.¹³

Decision-making is a complex process found within each of the various functions of the administrator. The functions of an administrator have been studied by various writers of administrative theory and have been grouped into inclusive statements, generally similar in content. The functions, as well as the operating conditions of the administrator in each area, vary according to the formal organizational structure of the institution. Gulick identified the functions of the administrator as planning, organizing, staffing, directing, coordinating, reporting, and budgeting.¹⁴ Knezivich proposed the functions as factors of organizing, allocating, and coordinating human and material resources within the organization.¹⁵

This study was the administrative decision-making role, which has at its focus the conditions which give rise to the process and the factors which contribute to the resultant

¹²Duryea, p. 31.

¹³Griffiths, p. 148.

¹⁴Ibid.

¹⁵Clyde Blocker, Robert Plumber and Richard Richardson, Jr., The Two-Year College - A Social Synthesis (Engelwood Cliffs, New Jersey: Prentice-Hall, Inc., 1965), p. 171.

decisions. The functions selected were widely representative of the areas where division chairmen exert a great deal of influence to areas where their lack of influence required investigation. Subsequent to an analysis of the functions, planning, staffing, and budgeting were determined to constitute the basis for the focus of the survey instrument development and the central focus of the study.

This study was concerned with the involvement of the division chairmen in the process of long and short-range goal development and the involvement of faculty provided for in the divisional level by the division chairmen.

Planning was an institutional task and provided the emphasis for growth and direction in the succeeding years of operation. Long and short-range goals and objectives are established, providing direction for the college and the persons functioning at various levels within the college. The college plans are broken down into divisional concerns to provide more precise direction. The theory and intent of planning was the involvement of all persons functioning in the college to jointly and comprehensively provide meaningful direction.

Gulick defined planning as the working out in broad outline the things that need to be done and the methods for doing them to accomplish the purpose set for the enterprise.¹⁶

¹⁶Luther Gulick and Lester Urwick, eds., Papers on the Science of Administration (New York: Institute of Public Administration, 1937), p. 13.

Staffing involves the process of interacting with staff on a daily basis by the division chairmen. The scheduling of classes involves major decision-making responsibilities for division chairmen and affects the institution in a very significant manner, often not perceived as significant by subordinate administrators. Staffing decisions by division chairmen involves employment, evaluation, and implementation of staff personnel policies. The areas are sensitive and require much time and ability to administer fairly. The division chairmen's role in the employment of staff was studied premised on need determinants, salary and selection process. The division chairmen's role in the evaluation of staff was investigated along with the process of termination of staff. The role of division chairmen in determining class scheduling and class size was investigated along with chairmen's role in implementing personnel policies. Gulick defined staffing as the whole personnel function of bringing in and training the staff and maintaining favorable conditions of work.¹⁷

The budgeting process, which was dependent on the financial resources available, has significant impact on the division and the division chairmen's administrative decision-making abilities. The extent of the involvement in budget decisions strengthens or weakens the powers of the division

¹⁷ Ibid.

chairmen.¹⁸ The budget, as used for administrative decision-making purposes, was assessed from three perspectives: the development, implementation and assessment of college-wide and division level allocations. Analysis of the involvement of division chairmen in the development of the budget was critical as the process actually determines if chairmen interact or react to the allocation for the division. How much involvement division chairmen allow subordinates was also investigated. The extent to which division chairmen implement the budget was considered an important factor in the decision-making role. The assessment of the budget lends the opportunity for division chairmen to play a role in determination of succeeding years' budget figures. Gulick defined budgeting as "all that goes with budgeting in forms of fiscal planning, accounting, and control."¹⁹

Within the complexities of the formal organizational structure and with the factors of authority, power, acceptance levels, and performance, the administrative decision-making procedures were studied as they relate to division chairmen in the community colleges. The study sought answers to the following questions:

1. What administrative decision-making responsibilities are extant for division chairmen within the formal organizational structure?

¹⁸ Ibid., p. 59.

¹⁹ Ibid., p. 13.

2. What administrative decisions are being made by division chairmen within the areas of planning, staffing, and budgeting?

3. Within the role of division chairmen relative to planning, staffing, and budgeting, how do the factors of authority, power, acceptance levels, and performance provide a basis for administrative decision-making?

4. Within the responsibility areas of planning, staffing and budgeting, what factors are currently operating which have implications in the developing formal role of division chairmen in the area of administrative decision-making?

Question number one was answered by analyzing written job responsibility documents received from thirty-four of the thirty-nine community college districts in Illinois. The job responsibility document was analyzed by reducing all responsibilities of division chairmen into the general categories stated by Luther Gulick in his statement of management responsibilities such as planning, organizing, staffing, directing, coordinating, reporting, and budgeting (POSDCORB), as referred to earlier in this chapter.

Questions two, three, and four were answered by analyzing the results of personal interviews with division chairmen, chief executive officers, and chief academic officers in eight community colleges in Illinois as well as the written job responsibility documents.

One part of the analysis was accomplished by examining similarities and differences among written documents and interview responses. Further analysis included implications of the results as derived from the interviews and literature.

The thrust of the study centered around the questions with each general area expanded to adequately cover the topic as well as provide for sufficient study and flexibility to cover related data which surfaced in the process.

Method and Procedure

The study involved researching the topic to gain background data for developing the instruments and interview techniques used in the survey. The search of the literature covered the usual sources of material, namely ERIC documents, dissertation abstracts, current indexes to journals in education, American Association of Junior College bibliography material, Readers' Guide to Periodicals, Education Index, books, monographs and unpublished papers in the field. An in-depth review of the components of administrative decision-making and the division chairman is presented in Chapter III of this study. The three general steps used to complete the study were: 1) lists of position responsibilities, 2) organizational structures, and 3) selected college interviews.

Step One - Lists of Position Responsibilities

The community colleges of the State of Illinois comprised the target population. The community colleges are

structured administratively in various ways. Data relative to this diversity were obtained through a mailed request to each of the colleges for copies of the responsibilities of division chairmen as stated in Board Policy form, negotiated employee contracts, or in administrative policy regulations. Responsibilities were analyzed to determine areas of similarity among the various colleges and compared and contrasted to draw inferences and conclusions about the nature of division chairmen. To provide a structure, the responsibilities were organized and placed into functions according to Luther Gulick's statement of management responsibilities as Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting (POSDCORB). The responsibilities of each function, such as planning, were compared and contrasted by the cells of the various community college districts and on an overall basis. Each college district was analyzed according to its relationships to the various functions of POSDCORB, the responsibilities and authority apparent in the statements, or the lack of a commitment to the various functions in the decision-making scope of division chairmen. Particular emphasis was given to the areas of planning, staffing, and budgeting in the reporting and analysis of data. The responsibilities of division chairmen were compared and contrasted on the basis of the following:

1. Number of colleges with statements on the components of POSDCORB.

2. Types of statements in general.
3. How the statements are phrased as coordinate, responsible for, support, work in conjunction with and,
4. Compare with research.

Step Two - Organizational Structure

The formal organizational structure of each college was utilized to study the format in which division chairmen function. A request was sent to all community colleges in the State of Illinois for copies of their administrative organizational chart. Charts provided data for analysis to determine the relationships between the organizational structure of the colleges and such factors as geographic size, student and district population, and the line responsibility and general administrative level of the division chairmen. Similarities and differences were also analyzed. An analysis of the responsibilities and the organizational structure of the colleges provided the basis for selection of the sampled colleges for the in-depth personal interviews.

Step Three - Selected College Interviews

A study of division chairmen, in the broadest perspective of their role and responsibilities, would have encouraged a study too vast to draw meaningful conclusions about any particular aspect of this position. The scope of the study was, therefore, narrowed to include only three general areas of administrative responsibility: planning, staffing, and budgeting. In order to study the decision-making abil-

ities of division chairmen, the thrust was toward the decision-making process rather than the nature of the administrative functional areas.

The division chairmen's administrative decision-making role encompassed the three functional areas in the study and provided data for comparing and contrasting the role of chairmen in a single college as well as comparing them to others in the college sample.

The colleges selected for the interview sample were representative of the general types of community colleges in Illinois. The geographic region and the population density played an important role in the development of the college. Generally colleges in similar geographic regions and with populations fairly consistent have developed goals, programs, and operative structures consistent with each other. This factor was utilized along with the analyzed organizational structures and division chairmen responsibilities to determine the population sample. Eight colleges from the statewide network of community colleges were chosen to represent the general areas of 1) large metropolitan centers, 2) large city areas, 3) rural agricultural areas, and 4) sparsely populated and low economic level areas.

The population was divided into four cells, premised on a combination of factors such as area and student population, demographic data, financial condition, educational thrust, programs, and general comparability. The cells and the ra-

tionale for each were determined as follows:

Cell 1 - Metropolitan area with large urban and suburban populations to be served. The college districts are compact and limited in size. The financial basis of each is extremely sound and assessed valuations of the district are large. The area is confined to the metropolitan Chicago area in the state. The community colleges of Chicago, DuPage in Glen Ellyn, William Rainey Harper in Palatine, Moraine Valley in Palos Hills, Triton in River Forest, Prairie State in Chicago Heights, Thornton in South Holland, Oakton in Morton Grove and Morton in Cicero comprised the colleges in cell one.

Cell 2 - Large city community colleges serving a population of over 40,000. The educational thrusts are similar and serve larger student populations. The financial condition of the college is sound. The city is the focal point of the surrounding areas.

Cell 3 - Community colleges in a developed rural area with high economic gain from land use. The college districts are usually large geographically and serve a smaller population per square mile. The educational programs are oriented to agriculture or career skills utilized in area employment. The financial condition of the college is adequate. The college district is comprised of smaller towns and cities with no major large city areas.

Cell 4 - Community colleges in areas where economic development is marginal. The districts are small and lack a substantial assessed valuation base. The programs are more limited in scope and reflect the economic development of the area. The student and district population is sparse.

The two colleges in each cell were randomly selected as a location for in-depth personal interviews with division chairmen, the chief academic officer, and the chief executive officer in ascending order.

The survey instrument used in the interviews contained five sections dealing with various aspects of name, position,

area of responsibility, structure, and number of persons supervised. Sections two, three and four contained open-ended questions that probed a particular area and sought to discover other involvements and conditions associated with the particular scope of the question. The sections deal with planning, staffing, and budgeting responsibilities and involvements of division chairmen. The additional influences of power, authority, acceptance levels, and performance were probed in each question to determine the effectiveness of the administrative decision-making structure of the college.

The responses to the questions covered several areas of the study, such as the importance of the position in the college-wide picture. Information and opinion from faculty and first-line administrators sought to determine the authority of division chairmen and how seriously they responded to the challenges of the position. The fifth section was open for additional responses from the person being interviewed, such as comments pertinent to the position but not covered in the survey instrument. In addition, the future of the role in such associations as collective bargaining, full-time administrators, cluster colleges, and other arrangements described in literature were probed.

The response to the questions and other details were recorded during the interview. All responses were recorded regardless of their relevance to the question and later analyzed for the following implications: decision-making potential; impact upon the college, the division, and the faculty;

authority; power; and performance and acceptance levels of division chairmen: and the relationship with upper level administrators. The answers within functional areas, such as planning, were reported and analyzed for the above concerns, and the answers in a more general way for all three functional areas of planning, staffing, and budgeting were reported and analyzed for the individual college. The two colleges in each cell were reported and analyzed in conjunction with job responsibilities of other colleges in the cell. Responses were compared and contrasted to the written job responsibilities of the college to determine the similarity or lack of similarities of the two. The potential similarities and differences of colleges according to their cell placement were analyzed, and colleges and finally all cells were compared and contrasted with each other, including the results of other college division chairmen responsibilities. Literature and research contained in the study were compared with the data.

The same survey instrument was used in all interviews with the nature of the questions reflecting the views of the particular administrator in relation to the responses of the subordinate administrator.

General conclusions were drawn to state the present role of division chairmen in administrative decision-making positions and the implication for the continued role of the division chairmen in the community colleges of the State of Illinois.

Limitations of the Study

The nature of any study, given the vast amounts of knowledge available, will impose limitations. Yet, the efficient methods of information storage and retrieval provide an abundance of material for the researcher to utilize. Somewhere in the gray area between what is available and what can be ascertained lies the validity of the study. Particular emphasis should be given to the identifiable limitations of this study.

The community college was the focus of the study, which limited the study to the public two-year colleges. Extended reference to the division or department chairmen of public and private four-year colleges, public and private universities, proprietary schools, and private two-year colleges may not be appropriate.

The limiting of the study to the community colleges in Illinois raises questions of its applicability to similar colleges in other states.

The in-depth interviews were conducted in eight selected colleges, which may prevent generalizing to the other thirty-one college districts in the state.

Division chairmen in the various community colleges have varied roles and responsibilities. The similarity may be more pronounced in the process of decision-making than in exacting responsibilities.

The sampling procedure was based on a high response from the population; however, the sample not responding

may have varied significantly and affected the reported conclusions of the study.

The subjective analysis of the author in many areas may support personal perceptions in deference to the analysis of reported data in the study.

Definition of Terms

The following terms as used in this study are expressed in light of the connotation given to each by this research. The liberty of the definition was necessitated to provide consistent reference points throughout the study.

Community College - A two-year public college offering a comprehensive program in transfer, occupational, developmental, and adult and continuing education programs. The term is used interchangeably with junior college, junior community college, community junior college, or two-year institution.

Division Chairmen - A non-sexual term used to denote a person serving in a position with partial administrative and teaching duties. The basic unit of supervision is the department as defined by this study. For purposes of research, the term division chairmen, when used, is inclusive of the term department chairmen.

Division - A unit of a college, university, or secondary school which combines several disciplines or functions under one administrator, namely the division chairmen.

Department - A unit of a college, university, or second-

dary school which is limited to one discipline or function for administration purposes under a department chairman.

Responsibilities - The varied nature of the duties assigned to the department or division chairmen by institutional board or policy or administrative regulation. The responsibilities may vary between chairmen in a single institution as well as among the various institutions.

Formal Organizational Structure - The organization as defined and operated by policy, charts, and decisions that flow through the formal lines of authority.

In an attempt to provide a logical reporting format for the research and data, the study was divided into five chapters. Chapter One has attempted to state the purpose and procedure used in the study. Chapter Two delves into the research and literature available on division chairmen from a review of material to the role and future of the position and expands upon the literature for a historical look at the development of the junior college and the evolvement of the division chairmen position. The role as it deals with authority, power, and acceptance levels was discussed to provide background for the study. Chapter Three presents the findings of the requested data as well as the selected college interviews with identified division chairmen and administrators. Chapter Four attempts to analyze the findings of the study and provides the data for Chapter Five which states conclusions and recommendations of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

The chapter attempts to present the relevant background, literature and research on the community college and the administrative decision-making role of division chairmen. Three sections are used to present the findings of the search for existing information. Section one provides a background of the development of the community college to provide insight into this unique system of higher education and the challenging role of division chairmen. Section two reviews the literature on the role, authority of and the future of division chairmen. Section three presents the research on the division chairmen's role in community colleges. The text of the chapter attempts to focus on the administrative decision-making role of division chairmen and the overt conditions that offset his performance.

9

Community College Background

The community college is uniquely American and relatively young and with an active history of only two-thirds of a century, is itself evidence of change in American education. Created initially to provide two years of university parallel work in the home communities of young people, it has expanded its role and functions to serve a wide variety of educational, social, and

community needs. In its dominant form it is today a tax-supported public institution--a community college.¹

The junior college movement was traced from the original impetus to the development of the present comprehensive community college. The junior college movement is relatively young in regard to the development of other forms of education, but ideas in higher education as fostered by insightful men over one hundred twenty-five years ago, provided the groundwork for the movement. Such men as Henry Tappan, William Folwell, William R. Harper, David Jordan and Alexis Lange probably contributed the most thought to the movement and were the prime advocates of the two year system.² The junior college movement developed in four stages generally recognized as 1) elitist education, 2) post-secondary education, 3) the junior college - a separate entity and 4) the comprehensive college.

Elitist Education

The concept and realization of the two-year college developed through a series of four stages over the past one hundred twenty-five years. The first stage, the elitist educational institution, was fostered to pattern higher education in the Midwest after the German system. The second stage, post-secondary education, relegated the first two years

¹Johnson, p. 33.

²E.A. Gallager, "From Tappan to Lange: Evolution of the Junior College Idea" (Doctoral Dissertation, 1968), p. 1.

of a university to the high school level. The third stage saw the idea of a two-year junior college as a separate entity. The fourth and present stage, the comprehensive college, was fostered to provide educational opportunities for the total community.

Ideas that would create an atmosphere to later be conducive to establishing a new form of higher education were immersed in a movement in the universities of the Midwest to pattern learning after the German elitist universities. Tappan, while president of the University of Michigan in 1850, was very impressed with the German system and, in an attempt to pattern the University of Michigan on the German philosophy, proposed the university rid itself of grades thirteen and fourteen. This, Tappan felt, would allow the University to pursue scholarly research and teaching at the upper level and graduate levels of the University. Tappan was proposing that graduate study at the University of Michigan be limited to the third and fourth years of the undergraduate program and that graduate study programs be limited to a very few Americans -- an intellectual elite. The task of the first two years of college was secondary in nature and would be taught independently of the university.

Later in the nineteenth century, Folwell was influenced by his university training in Germany. He was appointed the president of the University of Minnesota and, along with Tappan, espoused similar ideas on the first two years of college. He proceeded to turn the University of Minnesota

into the state's premier university and advocated that Minnesota should develop a three-level scheme of education: common schools, secondary schools, and the university. The thinking of Tappan and Folwell marked the first stage of development in the junior college movement.³

Post Secondary Education

The second stage in the development of the junior college idea was largely due to the efforts in American education to make the secondary school more available to students. Harper, president of the University of Chicago, and Jordan, president of Stanford University, proposed that grades thirteen and fourteen be relegated to the high schools. The turn of the century saw the efforts of these men intensified as they felt that a larger number of persons would avail themselves of a liberal education through grades thirteen and fourteen if the opportunity was available. They also believed that the secondary school emphasis through grade fourteen would improve their respective universities. This thought was to establish the idea that the junior college level of work could be transferred to the university, reorganizing the liberal arts curriculum for the junior college. Harper was to establish two divisions within the University of Chiacago, the academic division of grades thirteen and fourteen and the the university division consisting of grades fifteen

³ Ibid., Abstract.

and sixteen. He was later, in 1896, to change the divisions to junior college and senior college. Harper encouraged affiliation of the University of Chicago with other private and public institutions in the nation. One of the most significant affiliates was the Joliet Junior College formed in 1902. Harper's role in the creation of the college was not direct, but his ideas probably prompted Superintendent J. Stanley Brown of Joliet to add the thirteenth and fourteenth years to the secondary school. Joliet is generally credited with being the oldest junior college in the nation.

The Junior College - A Separate Entity

The third stage of the junior college development was greatly influenced by David Jordan and carried on by Alexis Lange. An idea was established that the junior college was a separate, identifiable institution and not subordinate to the university. This equality of status was to begin to gather support for separate colleges that were capable of educating students in their own right and not subservient to or considered the training ground for university graduates. This idea allowed the creation of occupational courses in the curriculum, though not many in the beginning, but enough so that the diversified nature of the junior college was emerging. This change in curriculum also heralded the opportunity for students with limited interest or ability to find an alternative educational avenue to travel.

The Comprehensive College

Alexis Lange, a professor at the University of California, was to round out the junior college movement in the United States. In what might be called the fourth and present stage of the junior college movement, Lange was to foster the idea of a comprehensive college, one more diverse than the established junior college. Lange was not the president of a university nor was he widely publicized. His influence was largely in California where a comprehensive system of community colleges was formed. He believed that a well-developed junior college should provide transfer education, occupational programs, adult education, and community service. This comprehensive approach to education philosophized the total immersing of the community college in the activities of the community. It set the stage to provide educational opportunities to youths and adults on a continual life-long basis.

The creation of hundreds of community colleges annually in the late sixties and early seventies attracted not only interested scholars but personnel seeking employment in the new colleges. Some pressure was brought to bear on the universities to train community college personnel, but as stated in several articles the quantity and quality of such training programs left much to be desired.

Illinois was typical of the many states legislating the creation of junior colleges. Some statutes provided for a com-

prehensive Illinois network of colleges across the state. In 1965 the legislature in Illinois approved the Illinois Public Junior College Act which set the stage for the creation of Class I junior colleges. The Class I junior college could be formed from an existing Class II junior college, which was usually a part of and an extension of the public secondary schools.

Other colleges could be created by a vote of the people when specified territory in the state was designated as a compact and contiguous area. The area also had to meet minimum standards of population and assessed valuation. The Illinois Junior College Act of 1965 provided the impetus with which 39 community college districts were founded in Illinois between 1965 and 1975.

Review of Literature

Introduction

The review of available literature centered around the role of division chairmen. Classical writers of organizational structure were presented to provide a background for the functioning of division chairmen. Authority concepts were presented to discuss the chairmen's actual decision-making role. The future of the role of division chairmen was discussed to provide comparable data for the findings of the study.

A thorough search of the literature relating to division chairmen in the community college revealed several journal

articles and other publications available for review. The search encompassed the Education Index, CIJE, ERIC, Dissertation Abstracts, Readers' Guide to Periodical Literature, reports, occasional papers, conferences, books, and other published and unpublished materials. In surveying literature, two principal methods were utilized to determine the community college movement. The researcher's acquaintance with such writers as Clyde Blocker, Lamar Johnson, John Lombardi, and Terry O'Bannion served as one focal source in the search for community college material. A second method was related to the frequency of citations which were found in the research documents. When it became evident that a particular author had written extensively (over five citations) on the subject, the literature was searched in more detail for further writings of the author. The search for related literature revealed a dearth of materials. University libraries at Loyola University in Chicago, University of Illinois in Champaign-Urbana, and Eastern Illinois University in Charleston were utilized in the collection of pertinent literature.

The bulk of literature concerning community colleges and division chairmen was written in the late 1960's and the 1970's. The broader coverage was evident when several factors of community college development were taken into consideration. Richardson stated in 1967, when searching for literature on the nature of departmental leadership in the two-year college, "If there is a dearth of information available on the department chairman in the four-year institutions, the situation

becomes a famine when we examine the literature of the junior colleges."⁴ The literature available in 1967 reflected increased activity in community colleges development in the United States.

A number of studies cited in the literature dealt with the selection and appointment of division chairmen and with the role of the division chairmen in the secondary school and the four-year university. Primary interest of this study centered around the search of literature dealing with the role of public community college division chairmen. The literature disclosed certain trends and emphases which were aimed at answering several fundamental questions: (1) What is the role of division chairmen? (2) What effect does authority and power have on division chairmen carrying out their responsibilities: (3) what does the future hold for the position the status quo or significant change?

Role of Division Chairmen

The role of division chairmen was reviewed in the literature through their involvement in the organizational structure of the college. Background information on the functioning of division chairmen from the writings of the classical writers of administrative structure was presented to estab-

⁴Richard C. Richardson, Jr., "Departmental Leadership in the Two-Year College," Current Issues in Higher Education (Washington, D.C.: American Association for Higher Education, NEA, 1967), p. 244.

lish perspective for the chairmen's role. This discussion was followed by the chairmen's role as related in modern writings.

The division chairmen function within a unique system of education, the community college. Whatever the role and the responsibility, chairmen interact not only with persons in the organization but with the organization itself. To function effectively the chairmen must understand their role in the organization and the parameters that are existent in decision-making.

The organization is the entity defined by many and little understood by the people working within it. The organization vacillates between being the protector and being the molestor of the people functioning within its confines. It is abstract in thought and concrete in the requirements it places upon those who function at various levels within the organization. The work division is the foundation of the organization.⁵ It is the essential function which causes an organization to exist, to prosper, or to regress.

The organizational structure of the institution is determined by many factors, both social and economic. Although many forms of administrative structure exist in the colleges, they generally show the same pattern. Each may be organized for convenience. The structure is formed by a chief officer and second, third, and fourth (or more) level administrators.

⁵Gulick, p. 3.

Lines of authority are the structure of decision making within the organization. The lines of authority are the structure of the organization and are usually essential to the day-by-day operations of the organization. However, lines of authority on an organizational chart have special significance; they are commonly resorted to for termination of a debate between subordinates and superordinates when a consensus is not possible.⁶ Some writers contend more frequently that the organizational charts and their impending lines of authority are traditional and are being replaced with more modern systems of functioning. Galbraith believes the stereotyped organizational chart has been replaced by group decision making.⁷ When power is exercised by a group, not only does it pass into the organization, but it passes irrevocably.⁸ It is evident the thrust toward group decision-making is gaining some popularity, but it is doubted if the next few years will see any surge in that direction. The chairman is still seen by most writers as a fourth-level administrator.⁹

⁶Herbert A. Simon, Administrative Behavior (New York; The Free Press, 1957), p. 12.

⁷Blocker, p. 178.

⁸Richard C. Richardson, Jr., "Needed: New Directors in Administration," Junior College Journal, 40 (March 1970), p. 20.

⁹Blocker, p. 180.



Administration in its general condition provides for the functioning of its administrators within the organization. Any organization, business, industry, or educational unit, will have prescribed tasks that must transpire on a daily, annual, or occasional basis. The functions can be somewhat ordered and, in so doing, divided among the various administrators with the ultimate responsibility in the organization resting with the chief executive. Administration is the function within an organization which is responsible for establishing its objectives, purposes, aims, or ends for implementing the necessary organizing and operating steps, and for assuring adequate performance toward the desired end.¹⁰ Within this context various writers have discussed in detail the functions that administrators would use in bringing order into their routine as well as order to the organization. Fayol was probably the first to approach the functions, stating that to manage is to forecast and plan, to organize, to command, to coordinate, and to control.¹¹ Gulick, in his later writings, credits Fayol for his famous POSDCORB statements. Gulick expanded the functions to include planning, organizing, staffing, directing, coordinating, reporting and budgeting.¹² Knezevich stated his functions as organizing,

¹⁰Ordway Tead, The Origin of Administration (New York: McGraw Hill, 1951), p. 100.

¹¹Henri Fayol, General and Industrial Management, trans. Constance Starrs (London: Sir Isaac Pitman & Sons Ltd., 1949), p. 5.

¹²Gulick, p. 3.

allocating, and coordinating human and material resources within the organization.¹³ The effort of these three writers as well as other statements of functions serves to categorize the responsibilities of the administrator. The administrator within these functions administers the organization according to his training and the restraints of the organization. Duryea suggests one guide to administering the organization. Cooperation, he writes, may be gained in administrative matters by authority through collaborative effort, logical sequence of making and implementing decisions, understanding the characteristics of the institution, and using the institution to foster self-ideals.¹⁴ The individual's rank in the organization is directly related to the degree of autonomy he exercises in decision-making.¹⁵ This may be true in some cases, but the individual must turn to other measures to make decisions. Falpin outlines six steps to be used in the decision-making process: (1) recognize, define, and limit problems; (2) analyze and evaluate problem; (3) establish criteria or standards by which a solution may be evaluated or acceptable to need; (4) collect data; (5) formulate and select preferred solution; and (6) put into effect the preferred solution.¹⁶

¹³Blocker, p. 171.

¹⁴Duryea, p. 42.

¹⁵Griffiths, p. 148.

¹⁶Ibid., p. 132.

What conditions play upon the position in the present-day atmosphere of the community college? A brief glimpse into history indicates that colleges and universities were devoid of department chairmen from the founding of Harvard in 1636 until the end of the Civil War. Teachers were experts and taught many subjects; thus, the need for departments was undiscovered. With the Morrill Act in 1862, the industrialization of the American economy, and American scholars returning from German universities, the modern American universities were formed. Due to the increased complexity of knowledge and the specialization of faculty, departments began appearing in the last one-third of the nineteenth century. The rapid increases in departmental structures occurred in the 1880's and the 1890's. The University of Chicago, for example, had twenty-six departments in 1893. The movement was to have far-reaching effects on higher education and was to become the basic unit of academic administration.¹⁷ Modern division chairmen have evolved into a new role which was aptly described by Lombardi in characteristics he found for typical department and division chairmen.

¹⁷ Gordon Kingston, "The Problems of Academic Departmental Management and a Ray of Hope," College and University Personnel Association Journal, 23 (August 1972), p. 48.

The following conclusions were drawn from the survey. The division chairmen or department chairmen are predominantly white, male, middle-aged and former instructors with a master's degree. These factors also are the characteristics of other administrators in the community college.¹⁸ Usually division chairmen are appointed to the position by superiors rather than being elected by the faculty members of the division. Chairmen usually teach one to three classes and receive a small stipend beyond their faculty contract. Typically, chairmen lack support from higher authorities, aid in time, money, or clerical help needed to perform satisfactorily and efficiently in the position. Training for the role of division chairmen was non-existent or minimal in scope. Despite these handicaps, Lombardi reported that even with the lack of clarification of the chairmen's role the position continues to attract faculty to the ranks.¹⁹ It was interesting that Bullen noted in a study of department chairmen at the University of Alabama that the preceptions of deans and faculty do not support continued interest in the position. In fact, the study found that most faculty members had no

¹⁸ John Lombardi, The Department/Division Chairman: Characteristics and Role in the Community College (Los Angeles: ERIC Clearinghouse for Junior College Info., Topic Paper Number 40, ED 091 035, 1974).

¹⁹ Ibid.

desire to become chairmen.²⁰ A difference in the two and four-year institutions with regard to the role of department and division chairmen was noted in the literature. A study by McKeachie was written on the university department chairmen but gives practical advice that can be useful to the two-year chairmen on such subjects as recruiting tactics, faculty, participation in departmental governance, course assignments, use of committees, and dealing with the dean.

The responsibilities and duties of division chairmen vary between colleges. Roach stated that planning logically comes first in the list of duties that department chairmen are expected to perform.²¹ Chairmen in a study by Mobley were responsible for the department, where eighty percent of all administrative decisions are made.²² The duties most commonly listed for chairmen are budget, scheduling, curriculum revision, long-range planning, interviewing faculty, evaluation, meeting salesmen, meeting members of the community, student

²⁰Robert A. Bullen, Jr., "A Study of the Perception of Selected Deans, Departmental Chairmen and Faculty on the Role of Departmental Chairmen at the University of Alabama" (Doctoral Dissertation, 70-01369-1969).

²¹James H. L. Roach, "The Academic Department Chairperson: Functions and Responsibilities," Educational Record, 57 (January 1976), p. 15.

²²Tony A. Mobley, "Selecting the Department Chairman," Educational Record, 52 (Fall 1971), p. 321.

problems, retention of staff, faculty salaries, leaves, inter-departmental relations, research grants, state and federal reporting, faculty load, grading standards, and student advising.²³ In addition, chairmen teach from one to three classes. Hill observed in a study that department chairmen in the community colleges have primary control of the departments with more influence in personnel matters and working conditions than in teaching-related duties. Duties concerning students' goals and relations with other departments were shared with faculty. Faculty morale was tied mostly to department-level decision. The results in the same study for four-year colleges were about opposite.²⁴ Despite the responsibility, chairmen were in a position to affect the college operation as they deal with the many duties given to them.²⁵

Chairmen who are discipline-oriented department chairmen in the community college were researched in a study by

²³ Leonard Kruk, "The Role of Department Chairman at Different Levels of Business Education," Business Education Forum, 26 (May 1972), p. 38.

²⁴ Winston W. Hill, "Some Organizational Correlates of Sanctions Perceived by Professors to be Available to the Departmental Chairmen" (Doctoral Dissertation, University of Washington, 1965), p. 121.

²⁵ John H. Scheufler, "A Middle Management Position in Post Secondary Education" (ERIC ED 085 067, 1973).

Worthen. His research presented ten postulates relevant to administering a two-year English department. Nine related responsibilities were listed. The article related the growing importance of the chairmen's dual position as a community college administrator and as an advocate of the discipline of English.²⁶ Shuart compared university arts and sciences department chairmen orientation with selected value items of orientation of upper echelon administrators. The study observed that the value orientations were not homogeneous with department chairmen, but depending on role group categories, the orientations were comparable among various groups.²⁷

Richardson examined the functions of the two-year chairmen in comparison to their counterparts in the four-year college. He found special characteristics of the two-year institution that influence the nature of the position over the four-year institution. Community college chairmen are becoming increasingly more important in the administrative structure in terms of administrative decision-making when compared to department chairmen in the university.²⁸ It appears that the relationship of the chairman in the community college will continue to change more rapidly than the university model if the prob-

²⁶ Richard Worthen, "The Junior College Chairman" (New York: Association of Departments of English, ERIC ED 018 450 1968).

²⁷ James M. Shuart, "Some Value Orientations of Academic Department Chairmen: A Study of Comparative Values and Administrative Effectiveness" (Doctoral Dissertation, 1966 ERIC 67-00125).

²⁸ Richardson, p. 40.

lems that the literature pointed out are substantial in the role and performance of division chairmen. The nature of the position, as stated by Richardson, is the focal point of stress between the administrative structure and the governance structure.²⁹ The continued role of chairmen in present circumstances will foster other problems through lack of support, collective bargaining procedures, and lack of training in a university atmosphere. Petty states that few graduates of university doctoral programs enter community college roles with a theoretical grasp of management, personnel training, or practical skills in how to train others.³⁰

More literature was available on secondary department chairmen than on community college division chairmen. The literature on secondary school department chairmen was cited more frequently. For purposes of this study two citations were used to relate the role and job comparability of department chairmen in the secondary school to the chairmen in the community college. It has been noted that the influence of the secondary school in the formation of community colleges was significant, if only from the number of personnel who received employment in the community colleges via teaching experiences in the secondary school. Emphasis on teaching as opposed to research prompted a closer tie with

²⁹ Richard C. Richardson, Jr., Clyde E. Blocker and Louis W. Bender, Governance for the Two Year College (Englewood Cliffs: Prentice Hall, 1972), p. 176.

³⁰ Gary Petty, "A Practical Look at Management Personnel Development," Junior College Journal, 45 (August 1974), p. 17.

the secondary school concept. Fiber, in a study of the business chairmen's basic roles in the secondary school, the community college and in the four-year colleges, found that the general duties of chairmen at all levels are similar, although the importance and scope of some responsibilities are greater on one level than on another.³¹ Knudson, in an offbeat vein, stated in an article entitled "Help Stamp Out Department Chairmen," that high school department chairmen have only mythical value in that they stand in the way of curricular progress. Teachers who are better trained do not need the leadership provided by old department chairmen.³² The obvious lack of agreement in the roles of department and division chairmen was apparent to a degree, but many researchers contend that the similarities are more numerous.

Many observers have suggested that the division chairmen's role is a key one in a smooth functioning of the college as a whole, in maintaining faculty professional standards, and in the resolution of communication problems between faculty and upper echelon administrators.³³ The chairmen often serve as the primary link for conveying the faculty members' desires to

³¹Larry Fiber and Others, "The Role of the Department Chairman at Different Levels of Business Education," Business Education Forum, 26 (May 1972), pp. 37 - 40.

³²Richard L. Knudson, "Help Stamp out Department Chairmen," English Journal, 60 (March 1971), p. 378.

³³Terry H. Smith Wallace, "The Division/Department Chairperson in the Community College," a paper prepared for Divisional Department, Chairperson workshop at The Pennsylvania State University, June 1975.

the administration, the administration's desires to the faculty members and the students' to everyone.³⁴

The effectiveness of division chairmen is derived a great deal from their superiors and the support and prestige they lend to the position. If faculty and students perceive the position as an important part of the administrative structure, the task of chairmen will be greatly eased. The reverse of this situation is likewise the case. The literature reveals that too often the support is not evident and that the academic dean and the president relegate very little importance to the position. Engel in a humorous but serious article suggested that the chairmen lack support from deans, presidents, and trustees. Thus, to survive, chairmen must be adept at interpersonal relationships, possess quiet understanding, and have persuasive communication.³⁵ Support can be stated in many ways for chairmen. Richardson suggested that chairmen have adequate released time and clerical assistance. The American Association of University Professors has recommended that the chairmen determine their own schedules. Other visible support is added stipends for chairmen and well-stated policies and de-

³⁴ John Lombardi, "The Duties and Responsibilities of the Departmental/Division Chairman in Community Colleges " (Los Angeles: ERIC Clearinghouse for Junior College Info., Topic Paper No. 39, 1974).

³⁵ Bernard F. Engel, "So You Want to be a Department Chairman?" The Chronicle of Higher Education (May 6, 1974), p. 20.

defined responsibilities, which clarify the chairmen's role to all concerned.³⁶ The academic dean in some literature is observed to regard his relationship with department chairmen as twice as important as that with the president. The academic dean is the key to the overall academic program. This relationship to chairmen is in the best interests of the dean.³⁷ The dean's power may reside in the ability to influence the chairmen. Support for the division chairman is critical. The task lies with the academic dean and with the president. So far, the challenge is unmet.

The departmental and divisional structures were introduced into the community college and created the need for chairmen to operate these units of the academic institution. Today's division chairmen face many challenges. The role and scope of the division chairmen's responsibilities in the community colleges constitute one of the least understood and least effective aspects of the total program of the two-year colleges.³⁸ The literature clearly agreed that chairmen are in the middle of the faculty-administrative governance system.

³⁶ Richardson, Governance for the Two Year College, p. 178.

³⁷ Richard I. Miller, "The Academic Dean" Intellect, 102 (January 1974), p. 231.

³⁸ John R. Grable, "Role of the Department/Division Chairman in the Community College," report of a conference sponsored by Sam Houston State University, April 1973.

Metty felt the role has polar demands that create a schizophrenic position.³⁹ The chairmen are not involved in establishing goals for the college, as the bulk of their time is spent on budget and staffing problems. The effectiveness of chairmen rests heavily on the style in which responsibilities are carried out. If responsibilities are ill-defined, confusion is almost bound to result because of no common set of values accepted by all associates. Thus, chairmen cannot be held accountable.⁴⁰ The chairmen are responsible for programs in three areas: full-time staff, part-time staff, and representatives in business and industry. While line authority was stated for these responsibilities, their power is superficial. They usually only recommend to the academic dean and the president.⁴¹ Kingston summed up the problems facing division chairmen in four major areas: (1) the dean and faculty have differing expectations; (2) the position is held in low esteem by faculty; (3) the work load is over-burdening, especially in non-academic responsibilities; and (4) responsibilities are increasingly complex, requiring sophisticated management techniques.⁴²

³⁹ Michael P. Metty, "The Departmental Chairman and the Public Institution," Paper presented at American Association for Higher Education Conference (Chicago: ERIC ED 028 715, March 1969).

⁴⁰ G. Douglas Nicoll, "Implications for Role of College Department Chairman," Education, 92 (November 1971), p. 82.

⁴¹ Kruk, p. 38.

⁴² Gordon W. Kingston, "DAO--Better Than Another Right Hand," College Management, 7 (June 1972), p. 24.

"Responsibility is a corollary of authority, its natural consequence, and essential counterpart."⁴³ The literature was replete with discussions of responsibility, authority, and power in administrative positions. Probably no other influences are so desired by members of an organization and perceived to be the essential ingredients of success and prestige within the internal and external functions of the organization. The organization, as noted earlier in this chapter, gives an individual certain responsibilities and authority by means of a position. The responsibilities are normally spelled out in the form of a job or position description. The responsibilities may be general and open for inclusion of other responsibilities or rather specific, probably depending on the level of the position. Whether the appearance of a responsibility on one's position description carries with it the procedures to carry it out is a condition most misunderstood by administrators. Pullias felt that when responsibility is delegated, corresponding authority should be delegated within reasonable limits. Morale was destroyed when responsibility was given without authority.⁴⁴ Responsibility, when accepted, carries with it a great deal of effort, skill, and interaction with other members of the organization. Responsibility was feared as much as authority was sought after, according to Fayol.⁴⁵ Fear of responsibility

⁴³Fayol, p. 21.

⁴⁴Earl U. Pullias, "Ten Principles of College Administration," School and Society, 100 (February 1972), p. 97.

⁴⁵Fayol, p. 21.

paralyzes initiative in managers.⁴⁶ The literature was pronounced on the concept that division chairmen lack authority to carry out their responsibilities.

Authority, a most sought-after power, was, as most writers stated a condition that involves the interaction of two or more individuals in an organization in a positive state. Fayol defined authority as "the right to give orders and the power to exact obedience." Distinction was made between office and personal authority, which was comprised of intelligence, experience, moral worth, ability to lead, and past services.⁴⁷ Barnard stated, "The subordinate is said to accept authority when he permits his behavior to be guided by the decision of a superior without independently examining the merits of the issue."⁴⁸ Simon, on the other hand, took a hard line when he indicated "authority is the power to make decisions which guide the actions of others. Only when a superior and a subordinate relate in a certain behavior does authority exist."⁴⁹ This condition is distinguished from the willingness to obey the other individual.

Authority moves within a formal organization through individuals. It is not a condition that is available to those in-

⁴⁶ Ibid., p. 22.

⁴⁷ Ibid., p. 21.

⁴⁸ Barnard, p. 169.

⁴⁹ Simon, Administrative Behavior, p. 125.

dividuals who would avail themselves of it. The use of authority varies among individuals in an organization independently of positions. Barnard further wrote, "Authority is the character of a communication (order) in a formal organization by virtue of which it is accepted by a contributor to or a member of the organization as governing the action he contributes."⁵⁰ This determines what he does or does not do as far as the formal organization is concerned.

Simon felt that authority enters the formal organization in two ways. The first would be through the authority of the individual who exercises control over the group and establishes and enforces the scheme of the formal organization. The second was the scheme of the formal organization that prescribes lines of authority and divisions of work to effectively operate the organization itself.⁵¹ Simon stated how an individual acquires authority from the organization or uses the organization to gain authority. This point is important to administrators and their effective functioning. Most of the literature contended that authority is gained by an individual through his performance rather than from the organization.

Authority as discussed thus far has dealt with the individual in a position of authority established by the organization who has used that authority or was expert enough to acquire it. If, as was stated by some writers, the individ-

⁵⁰Barnard, p. 163.

⁵¹Simon, Administrative Behavior, p. 135.

ual to whom the authority is directed does not reciprocate, the internalization of the action is not accepted. The role of division chairmen was significant in this discussion as their responsibilities are either accepted by the chairmen and passed on to the faculty or some version of the responsibilities are transmitted to the faculty. An acceptance level exists within all members of the organization in varying degrees. Barnard spoke of a "zone of indifference,"⁵² and Duryea referred to a "zone of acceptance."⁵³ This zone is an area where a subordinate will accept an order without questioning it. The zone provides a free range where administrators may have directives carried out in good faith. Usually subordinates will accept authority when four conditions are present. The first is when the communication is understood, second if it is believed to be consistent with organizational purposes, third if it is in the subordinate's personal interests, and fourth if the individual is mentally and physically able to comply.⁵⁴ It seems quite obvious that authority does require acceptance for lasting effects on the organization.

The question of authority and responsibility was raised in several pieces of literature and was generally agreed to be the division chairmen's most serious need. The literature

⁵²Barnard, p. 163.

⁵³Duryea, P. 43.

⁵⁴Barnard, p. 165.

varied on authority as with many other aspects of division chairmen's responsibilities. Blomerley found division chairmen in New York exercising major authority.⁵⁵

Burnette found, however, that division chairmen in nine Florida community colleges possessed only limited administrative power.⁵⁶ Sanchez reported that division chairmen lacked authority equal to their responsibilities.⁵⁷ Authority is an elusive prize for many division chairmen and may not be as important a factor as many chairmen believe. Lombardi concluded, "an energetic and resourceful chairman has many opportunities to exercise leadership and administrative initiative even in the most restrictive of environments."⁵⁸ Engel stated that personality may command where power is lacking.⁵⁹ Division chairmen may, with the proper personality, command the authority that is denied

⁵⁵Peter Blomerley, "The Public Two-Year College Department: A Study of the Role of the Department and Departmental Chairman in Academic Governance " (Doctoral Dissertation, State University of New York at Buffalo, 1969).

⁵⁶Jimmy H. Burnette, "An Analysis of the Internal Organization Structures of Selected Public Junior Colleges in Florida " (Doctoral Dissertation, University of Florida 1966).

⁵⁷Augusto V. Sanchez, "Present and Preferred Administrative Responsibilities of Community - Junior College Division Chairmen in the Southern Association " (Doctoral Dissertation, East Texas State University, 1974).

⁵⁸Lombardi, "The Duties and Responsibilities of Department/Division Chairmen," p. 18.

⁵⁹Engel, p. 20.

them in the formal organizational structure. Ravetch found that deans, chairmen and faculty felt that good chairmen are open, available, democratic, organized, prompt, productive, current, independent, and selfless. Ineffective chairmen are elusive, arbitrary, disorganized, indecisive, unreliable, deceitful, and egocentric.⁶⁰ Of course, the former attributes could apply to any popular administrator.

Future of Division Chairmen

What does the future hold for division chairmen? The literature was somewhat suggestive about the future role of division chairmen. Significant changes will probably occur at the community college level. The department chairmen's role at the secondary and university level has withstood change over the years and will resist change in the future. Shuman stated that normally the administrative structure was comprised of department chairmen in the large high school and division chairmen in the small high school. A few large high schools have division heads instead of department chairmen, but the trend is very slow. He suggested that the most efficient structures are division chairmen over large divisions or mixed disciplines. The attention of one individual to a discipline was no longer needed and was increasingly more

⁶⁰ Herbert W. Ravetch, "Responsibilities, Activities, and Attitudes of Selected Southern California Community College Department Division Chairmen " (Doctoral Dissertation, University of California, Los Angeles, 1972).

economically and educationally inefficient.⁶¹ The university department chairmen, according to Davidson, are changing to become more administrative thereby requiring more time and responsibility.⁶²

The role of community college division chairmen may become more important from the administrative viewpoint. The role may, through new involvements in governance, promote the position to a much more powerful status. O'Grady indicated that division chairmen, as the spokesmen for the division, have become key academic and administrative officers and that greater power was needed for that key position.⁶³

The future of division chairmen appears through the current literature to be sound and moving from the department structure to the division structure. It may well be that the administrator of a divisional unit will be different from what is known today.

A possible solution offered was to assist division chairmen by appointing a department administrative officer to

⁶¹R. Baird Shuman, "Departmental Chairmen or Heads of Divisions?" Clearing House, 40 (March 1966), p. 430.

⁶²Robert C. Davidson, "The Administrative Role of Department Chairmen in Public Four Year Colleges" (Doctoral Dissertation, ERIC 68-02416, 1967).

⁶³James P. O'Grady, Jr., "Role of the Departmental Chairman: Missouri and Illinois Two-Year Colleges," Junior College Journal, 41 (February 1971), p. 34.

handle non-academic duties. Despite the problems, the role will continue to increase in complexity as the move seems to be from department to division structures.⁶⁴ One of the major determinants of the role of division chairmen will unfold as collective bargaining contracts are negotiated, and the chairmen will be unable to remain in the dual position of representing faculty and administration. A recent ruling by the National Labor Relations Board indicated department chairmen at Fairleigh Dickinson University were part of the faculty bargaining group. This ruling of NLRB reversed their 1973 ruling excluding chairmen from the faculty unit. The reason cited was lack of administrative authority.

Department chairmen also perceive their positions as becoming more administratively appointed than elected. Chairmen from large colleges are usually nominated by the dean and approved by the president, while department chairmen from small colleges are usually selected by the president.⁶⁵ Garrison suggested in a study that the role of the chairman was a key one in maintaining and raising faculty professional standards.⁶⁶ Snapp recognized the role of a community college English de-

⁶⁴H.B. Pierce, "Look at the Science Division Head," Junior College Journal, 42 (February 1971), p. 28.

⁶⁵O'Grady, p. 34.

⁶⁶Roger H. Garrison, Junior College Faculty: Issues and Problems (Washington, D.C. American Association of Junior Colleges, 1967).

partment chairmen as having primary administrative responsibility with an important relationship with students.⁶⁷

Lombardi stated that at their inception junior colleges tended to form along the lines of academic departments headed by department chairmen. Present administrators are experimenting with ideas ranging from mixing departments in the same building to replacing department and division chairmen with full-time administrators. The faculty members will tend to move toward the university department model where they exhibit more power.⁶⁸ Koehnlne⁶⁹ and Lombardi⁷⁰ believed the trend in community colleges is to divisional structures combining several departments. Monroe also felt that the better arrangement is to combine departments into divisions and to hire full-time administrators instead of division chairmen. Faculty members probably will oppose such a move and elect to give recommendations directly to the president for the appointment of division chairmen.⁷¹ An extensive

⁶⁷Donald F. Snapp, The Role of the Two Year College English Department Chairman (New York: Association of Departments of English, 1967).

⁶⁸John Lombardi, "The Department/Division Structure in the Community College" (Los Angeles: University of California, ERIC ED 085 051, 1973).

⁶⁹W.A. Koehnlne and C.E. Blocker, "Division Chairman in the Community College," Junior College Journal, 40 (February 1970), p. 12.

⁷⁰John Lombardi, "Prospects for Middle Management," Change (Community College Supplement), 4 (October 1972), p. 32a.

⁷¹Charles R. Monroe, Profile of the Community College (San Francisco: Jossey-Bass Inc., 1972), p. 379.

study in the East Los Angeles Community College on its departmental structure produced a recommendation to group the twenty-seven departments under three assistant deans with line authority for limited and specific functions.⁷² On the university level, Harvard University has moved in the direction of divisions to keep power specialization down.

Richardson suggested that a departure from the traditional governance pattern in the community college is needed to a "participative model" with its chief aim the development of cooperative relationships among all members of the college community as opposed to confrontation.⁷³ The model is optimistic, but future directions may bring many surprises. However, Lombardi saw the unlikelihood of significant changes in the division chairmen's role in the next five years.⁷⁴ Whatever the direction, Thornton indicated that the community college was more often smaller than the university, more explicitly devoted to teaching, less complex in its organization

⁷²Jack E. Smith, "The Organizational Structure of the Instructional Program of a Community College" (East Los Angeles College, ERIC ED 103058, 1974).

⁷³Richardson, Governance for the Two-Year College, p. 181.

⁷⁴Lombardi, "The Department/Division Chairman Characteristics and Role in the Community College."

into schools, centers and disciplinary departments, and with a total history of less than one century, was more able to adapt to emerging administrative imperatives.⁷⁵

Review of Research

Introduction

"With deference to those who have written about the department chairman, it is perhaps fair to say that no other vital area of higher education has been so inadequately researched."⁷⁶ This observation has more impact when the search is narrowed to division chairmen in the community college. The paucity of research regarding community college division chairmen was quite evident. Meaningful studies were mainly unpublished doctoral dissertations. A search of the dissertation abstracts revealed less than twenty dissertations pertaining to division/department chairmen in the community college. The vast majority of this research was concerned with the role of chairmen. Other research centered on organizational structure, qualifications, collective bargaining, responsibilities, and prescriptions for training of technical education chairmen.

Studies were normally regional in nature or limited to a few colleges. Many studies were significantly limited due to the contradictory nature of the findings. The obvious dearth

⁷⁵James W. Thornton, The Community Junior College (New York: John Wiley & Sons Inc., 1972), p. 115.

⁷⁶Kay J. Anderson, "The Ambivalent Department," Educational Record, 49 (September 1968), p. 206.

of significant research covering nation-wide investigation was quite evident.

Prominent scholars of the community college movement seriously need to investigate the position of the division chairmen as this pivotal administrator affects the operation of the college in ways that are not as discernible as was usually thought.

Role of Division Chairmen

The divisive nature of the division chairmen's role was typified in studies of the duties and the effectiveness of chairmen. Ravetch surveyed activities and attitudes of division chairmen as identified by faculty, chairmen and deans. Participants were asked to judge the effectiveness or ineffectiveness of a list of identified activities and attitudes. Ravetch found significant disagreement among the three groups in fostering the teachers' professional growth, in instructional supervision, in affecting change, and in the basic purpose of the position. He found significant agreement on the following positive activities and attitudes: (1) administrative duties dealing with personnel, (2) budgets, and (3) staffing. The study suggested that the respondents felt that experience or previous training was unnecessary for holding the position of division chairman. Key characteristics identified were the acceptance of ambiguity in the role, the need to be open but decisive, and the need for expanded authority and clerical

support.⁷⁷ Stull, in a study of the perceptions of deans, faculty, and chairpersons, concurred with Ravetch in finding significant differences in the perceived roles. However, he found a reasonable level of satisfaction with division chairmen on fifteen of the basic elements of the job description.⁷⁸ Matthews conducted a similar study designed to gain faculty and division chairmen perceptions on tenure, selection, procedures, functions, relationships in actual and ideal conditions, responsibilities and qualifications. Perceptions of the two groups were similar due to the possible concurrence that the division chairman position is predominantly faculty oriented.⁷⁹ In a similar study of division chairmen, Smith investigated the expectations of faculty, chairmen, and their superiors in the role behavior, conformity to role expectations, influence on the role of certain variables in the department, and consensus between and within the positions on role expectations. Smith found significant disagreement in all areas of division chairmen roles, such as business, technology, hu-

⁷⁷ Ravetch.

⁷⁸ William A. Stull, "An Exploratory Study of the Role of Division Chairmen in the Virginia Community College System" (Doctoral Dissertation, Virginia Polytechnic Institute and State University, 1974).

⁷⁹ John I. Matthews, "The Role of the Department Chairman in Arizona Community Colleges" (Doctoral Dissertation, Arizona State University, 1969).

manities, social sciences, or sciences.⁸⁰ Hutchins related in a study of a single community college that all segments perceived the role to be different with some overtones of conflict.⁸¹ Combs, in a study of leadership, stated that chairmen and faculty perceive the actual role to be similar, although the actual and ideal role were not perceived as congruent.⁸² Perceptions, ideal and actual roles, and duties have varied in the reported studies which leads to the need for further research and clarification of the division chairmen structure in the colleges.

The role of division chairmen in different types of colleges and in variable student population colleges varied among several studies. Pierce found that junior college science division chairmen spent more time on administrative duties, administering large budgets and supervising more teachers than their counterparts in private colleges.⁸³ Blomerley reported that division chairmen exercise major authority in

⁸⁰A.B. Smith, "Role Expectations for and Observations of Community College Department Chairmen" (Doctoral Dissertation, University of Michigan, 1970).

⁸¹Elbert C. Hutchins, "The Role of the Community College Division Chairman as Perceived by the Dean of Instruction, Assistant Dean of Instruction, Division Chairmen, and Instructors of a Community College" (Doctoral Dissertation, East Texas State University, 1974).

⁸²Arthur W. Combs, "The Leadership Role of Department Chairmen as Perceived by Chairmen and Faculty with Whom they Work in Selected Florida Junior Colleges" (Doctoral Dissertation, Miami University, 1972).

⁸³H.B. Pierce, "The Role of Science Division Heads in Regionally Accredited Junior Colleges in the United States" (Doctoral Dissertation, University of Mississippi, 1970).

eight New York community colleges. Their influence varied according to the decision-making areas, usually less in curriculum matters than in personnel matters.⁸⁴ Forrester, when studying social science division chairmen, found significant differences between small (1500-) and large (1500+) divisions in all general areas of responsibility.⁸⁵ Freligh reported in a nation-wide study of division and department chairmen that clear differences existed between single and multi-campus districts. Administrative support has not matched statements of support by higher level administrators; thus considerable frustration existed on all levels concerning the role of chairmen.⁸⁶ Russell, in a study of junior colleges in Texas and Oklahoma, saw significant differences in the division chairmen's role and profile in large and small junior colleges.⁸⁷

⁸⁴Blomerley.

⁸⁵Joe D. Forrester, "A Role Perception and Background of Social Science Division Chairmen in Public Community Junior Colleges in HEW Region VI" (Doctoral Dissertation: East Texas State University, 1974).

⁸⁶Edith A. Freligh, "An Investigation of the Qualifications, Methods of Selection, and Terms of Office of Department and Division Chairmen in Selected Two-Year Colleges in the United States " (Doctoral Dissertation: University of California, Los Angeles, 1973).

⁸⁷Clara N. Russell, "The Role of the Departmental Chairman in the Junior Colleges of Oklahoma and Texas" (Doctoral Dissertation: University of Oklahoma, 1972).

O'Grady found, in a study of junior colleges in Illinois and Missouri, that significant differences existed between division chairmen in large and small colleges. The study included the areas of role status, budget administration, qualifications, personnel responsibilities, academic duties, and general functions.⁸⁸ The research findings are unclear on the role of the division chairmen. Perceptions among various groups differ, but generally the closer the role is perceived to a faculty position, the greater agreement there exists between the division chairmen and the faculty member and the less agreement that exists between academic deans and the faculty or division chairmen. The size of the college or division seems to affect the role of division chairmen.

An analysis was made by Burnette of the internal organizational structures of nine public junior colleges in Florida. Burnette found that the division chairmen level showed limited administrative power, authority, and responsibility. The colleges were much more bureaucratic than collegial in their governance structure.⁸⁹

The need for training and orientation to the position was noted in two studies by Harding and Gates. An orientation package for new division chairmen was devised and researched with practicing division chairmen. Budgeting and class sched-

⁸⁸James P. O'Grady, Jr., "The Role of the Departmental Chairman in Selected Missouri and Illinois Two-Year Colleges" (Doctoral Dissertation, St. Louis University, 1969).

⁸⁹Burnette, p. 109.

uling were considered to be the most complicated responsibilities by most chairmen.⁹⁰ A study by Gates reviewed the typical administrator's characteristics and background and the curricula offered at most colleges for technical education programs.⁹¹

The role of division chairmen in collective bargaining agreements will be debated as the effects of the process and the rulings of national labor boards speak to the question of identifying the division chairmen's affiliate group. A study by Freimuth delineated the job responsibilities which have legal precedents and the inclusion according to the job description.⁹²

Two studies relate in a tangential manner to the author's study and merit discussion here. A study by Sanchez investigated whether or not there were significant differences between present and preferred administrative responsibilities of division chairmen. In the study, the majority of those surveyed indicated that they did not possess authority equal to their responsibilities and that different measures of respon-

⁹⁰ Louis T. Harding, "An Administrative Instructional Package Designed for New Department Chairmen in Community Colleges" (Doctoral Dissertation, The Catholic University of America, 1972).

⁹¹ Claude L. Gates Jr., "A Study of the Administration of Technical Education Programs in the Public Junior Colleges of the United States" (Doctoral Dissertation, Florida State University, 1964).

⁹² James E. Freimuth, "Guidelines for Determining the Inclusion/Exclusion of Department Chairmen in Faculty Bargaining Units in American Higher Education" (Doctoral Dissertation, Florida State University, 1974).

sibility existed for the division chairmen surveyed at small, medium, and large community colleges.⁹³ A study in 1973 by Turner entitled "The Administrative Role of Department Chairmen in Florida Community Colleges" dealt more with the administrative role than related decision-making. The study sought to determine, analyze, and describe the administrative role of chairmen, including an investigation of actual and ideal roles as perceived by the chairmen. The study revealed that these roles often were unrealistic and unmanageable, and that the deans and department chairmen were not fully aware of the department chairmen's duties or administrative roles. The study further pointed out that department chairmen were poorly prepared for their position and were faced with another role dilemma if collective bargaining appeared.⁹⁴

The research is sparse, but some common threads were observed about division chairmen. First, they possess little authority to function in their formal roles. Second, their roles are very ambiguous. Third, they are usually seen as more faculty oriented than administration oriented. Fourth, their role varies significantly with the size of division and college in which they are employed. The advent of collective bargaining more than any other single factor may define the role more explicitly.

⁹³Sanchez.

⁹⁴Keith Turner, "The Administrative Role of Department Chairmen in Florida Public Community Colleges" (Doctoral Dissertation, Florida State University, 1973).

CHAPTER III

PRESENTATION OF DATA

Chapter Three presents the findings of the study and is divided into three sections to report the data. The first section depicts the organizational structures of the thirty-four community colleges in the State of Illinois on which data were obtained. Five institutions did not respond to this request for data. A second section presents the responsibilities of division chairmen as stated in college board of trustee policies or in administrative policies. These data were collected from thirty-two of the thirty-nine community colleges and are reported by organizing the data according to Gulick's POSDCORB (Planning, organizing, staffing, directing, coordinating, reporting and budgeting).⁹⁵ The third section presents the findings of the oral interviews conducted with division chairmen, chief academic officers and chief executive officers in eight selected community colleges in the state.

Organizational Structure

The formal organizational structures of the community colleges in Illinois are well defined and displayed identi-

⁹⁵Griffiths, p. 148.

fiable lines of authority stemming from the board of trustees to the various administrative levels of the college. Formal decision-making flows through the established lines of the administrative structure. The literature disclosed that, nationwide, most division chairmen positions were functional at the fourth administrative level with upper levels of a dean, a vice-president and a president of the college.

All thirty-nine community college districts were requested to supply an official copy of the college's organizational chart displaying administrative positions and lines of authority for decision-making purposes. Thirty-four of the college districts responded with printed charts. The charts indicated the various levels of administrative decision-making depending on the unique needs of the college district.

For purposes of reporting the data, the community college districts in Illinois were divided into four cells. Criteria for dividing the cells centered around geographic location, demographic features, population and economic conditions. Cell one was comprised of college districts in the metropolitan area of Chicago, usually with large enrollment and population bases and geographically small district territory. Cell two colleges were located in major cities around the state containing over 40,000 population. Cell three colleges were located in rural areas with large geographic districts and economically productive farm land. Cell four colleges were located in the southern one-third of Illinois and contained

large geographic districts with generally low economic conditions and marginally productive farm land.

Cell one data, comprising the metropolitan Chicago area, are illustrated in Table One.

Of the nine colleges in cell one, eight responded with copies of the college's official organizational chart for administrative decision-making. The charts were complex due to the size of cell one colleges, but the lines of authority were clearly established. The charts showed numerous administrative positions such as directors and support persons, but the lines leading to the division chairmen level were consistent. In five of the eight, or 62.5% of the colleges reporting, division chairmen positions were at the fourth administrative decision-making level. This finding was consistent with the literature. Chairmen normally reported to a program dean who in turn reported to the chief academic officer who reported to the chief executive officer. Two of the eight, or 25% of the colleges reporting, place division chairmen in third level administrative positions. The chairmen reported to the chief academic officer who reports to the chief executive officer. One of the eight colleges reporting, or 12.5%, had the division level administrator reporting directly to the chief executive officer. The chief academic officer was in an advisory capacity. However, the position was called a Dean of a Cluster College with responsibilities for all academic planning.

TABLE 1

CELL ONE COLLEGES ORGANIZATIONAL STRUCTURE DATA

Community College	Division Administrator	Responsible To	Responsible To	Responsible To	Division Level	FTE Students Fall 1977
Chicago	Dept. Chairman	Dean	Campus Pres.	Chancellor	4	50,806
DuPage	Dean-College	V.P. (Advisory)	President		2	8,415
W.R. Harper	Division Chairman	Dean	V.P. Inst.	President	4	7,348
Morraine Val.	Assoc. Dean	Dean	V.P. Inst.	President	4	4,999
Triton	Dept. Chairman	Dean	V.P. Inst.	President	4	8,185
Prairie State	Dept. Chairman	Div. Dir.	V.P. Inst.	President	4	2,818
Thronton	Div. Chairman	V.P. Inst.	President		3	4,029
Oakton	Dean-Cluster	V.P. Inst.	President		3	3,794
Morton	(No Response)					1,751

The titles assigned to division level administrators were divided rather equally between division chairmen, department chairmen, and a dean of a college or cluster. The administrative decision-making roles of the chairmen, regardless of the title, were similar. Responsibilities did not vary significantly. The title was used to indicate administrative stature, as chairmen in cell one tended to be full-time administrators. Cell two data, comprising colleges located in large cities, are illustrated in Table Two.

Cell two colleges numbered twelve and all responded with official copies of the college's organizational charts. The charts were detailed line authority documents that displayed fewer administrative support personnel than cell one. In nine of twelve, or 75% of the colleges, the division administrator was in a fourth level administrative position. In all colleges the division administrator reported to a dean who, in most cases, reported to the vice president or chief academic officer. In three of the nine colleges reporting, or 33%, the division administrator was in a third level administrative position.

The colleges in cell two were about equally divided into divisions and departments with corresponding titles of division chairmen and department chairmen used to denote the appropriate person. Chairmen were, in most cell two colleges, responsible for teaching as part of their duties. The dean level position was instructional program based, with several deans in the line function between division chairmen and chief academic officers.

TABLE 2
CELL TWO COLLEGES ORGANIZATIONAL STRUCTURE DATA

Community College	Division Administrator	Responsible To	Responsible To	Responsible To	Division Level	FTE Students Fall 1977
Richland	Div. Chairman	Dean	President		3	1,160
Danville	Dept. Chairman	Dean	President		3	1,900
Rock Valley	Div. Chairman	Dean	V.P. Inst.	President	4	3,359
Parkland	Div. Chairman	Dean	President		3	3,601
Belleville	Dept. Chairman	Dean	Dean Inst.	President	4	4,682
Black Hawk	Div. Chairman	Dean	V.P. Campus	President	4	3,039
Elgin	Coordinator	Dean of Div.	V.P. Inst.	President	4	2,478
Waubonsee	Div. Chairman	Asst. Dean	Dean Inst.	President	4	2,105
Joliet	Dept. Chairman	Dean	V.P. Exec.	President	4	4,343
Kankakee	Div. Managers	Dean	V.P. Inst.	President	4	1,541
Ill. Central	Dept. Chairman	Dean	V.P. Inst.	President	4	5,112
Lincoln Land	Div. Chairman	Dean	V.P. Inst.	President	4	3,213

Cell three data, comprising colleges located in rural economically productive areas, are illustrated in Table Three.

Eight colleges were placed in cell three and seven responded to the survey with copies of the colleges' official organizational charts. These organizational charts indicated that line functions were clearly established at all levels of the organization. Fewer administrative support personnel were visible on the chart than in larger colleges in other cells. Four of the seven colleges reporting, or 57%, placed the division administrator in a fourth level administrative decision-making position and each reported to a program dean. The remaining colleges reporting, or 43%, placed division administrators in a third level administrative decision-making position. Two of the division level administrators reported to a dean and one reported to a vice president for instruction. The responsibilities for the dean or vice president were analogous to the chief academic officer.

In all colleges responding, the title "division chairman" was used to denote the division level administrator. The chairmen were required to teach at least one course a semester in most colleges.

TABLE 3

CELL THREE COLLEGE ORGANIZATIONAL STRUCTURE DATA

Community College	Division Administrator	Responsible To	Responsible To	Responsible To	Division Level	FTE Students Fall 1977
Lewis & Clark	Div. Chairman	V.P. Inst.	President		3	2,332
Lake County	Div. Chairman	Dean	V.P. Inst.	President	4	4,572
Kishwaukee	Div. Chairman	Dean	Exec. Dean	President	4	1,473
McHenry	Div. Chairman	Assoc. Dean	Dean Inst.	President	4	1,321
Illinois Valley	Div. Chairman	Dean	V.P. Inst.	President	4	2,149
Highland	Div. Chairman	Dean Inst.	President		3	1,143
Lake Land	Div. Chairman	Dean	President		3	2,432
Sauk Valley	(No Response)					1,583

Cell four data, comprising colleges in economically marginal areas, are illustrated in Table Four.

Ten colleges were assigned to cell four and seven responded with copies of the college's official organizational charts. The charts indicated that line authority functions were clearly established.

According to the charts, these colleges employed fewer administrative support personnel than the colleges in the other cells. All colleges reporting placed division level administrators in third level administrative decision-making positions. A potential exception was one college with a multi-campus district with the district chancellor comprising the additional administrative level. For all practical purposes, the academic level divisions were handled in the three levels of that college's structure as was the similar structure in the multi-campus colleges in cell one.

The title "division chairmen" was used in five of the seven colleges reporting. In all colleges the responsibilities were similar for division level administrators. In six of the seven colleges reporting, the title "dean" was used for the chief academic officer of the college.

The community colleges in Illinois were comprised of a myriad of organizational structures with considerable variation in administrative titles and in the number of first level administrators. About half of the colleges had first level administrators with titles of vice president and the other half had first level administrators with the title of dean.

TABLE 4

CELL FOUR COLLEGE ORGANIZATIONAL STRUCTURE DATA

Community College	Division Administrator	Responsible To	Responsible To	Responsible To	Division Level	FTE Students Fall 1977
Rend Lake	Dept. Chairman	Dean Inst.	President		3	1,362
Kaskaskia	Div. Chairman	Dean Inst.	President		3	1,471
Southeastern	Div. Chairman	Dean Inst.	President		3	1,101
Spoon River	Div. Chairman	Dean Inst.	President		3	819
John A. Logan	Assoc. Dean	Dean Inst.	President		3	1,460
Illinois Eastern	Div. Chairman	Dean Inst.	President	Chancellor	4	4,660
Carl Sandburg	Div. Chairman	V.P. Inst.	President		3	1,999
Shawnee	(No Response)					1,043
East St. Louis	(No Response)					1,149
John A. Wood	(No Response)					1,184

The general areas of responsibility for first level administrators were for academic instruction, student services and business services. Division chairmen were in line positions of third and fourth levels of administrative decision-making. Division chairmen were primarily in a line relationship with the faculty.

Nineteen of the thirty-four colleges responding or, 55.9%, placed division chairmen in a fourth level administrative position. Fourteen of the colleges responding, or 41.1%, placed division chairmen in a third level administrative position. The titles of the division level administrators varied from college to college with twenty of the thirty-four colleges responding, or 58.8%, using the title of division chairmen. In eight of the thirty-four colleges responding, or 23.5%, the title department chairmen was used. The remaining six colleges responding, or 17.6%, used various titles as associate dean, coordinator, manager, cluster dean or college dean. In three colleges with multi-campus districts, the first level administrator was in a position more removed from the division chairmen level but with line authority to the positions through a campus president.

Division Chairmen Responsibilities

Division chairmen position responsibilities, or position descriptions, were requested from all thirty-nine community college districts in the State of Illinois and thirty-two responded with copies. The documents varied from college to college with position responsibilities being described in board of trustees policies at some institutions, administrative regulations at other institutions, and negotiated faculty contracts in still other institutions. The position descriptions were generally a series of statements indicating responsibility in the various areas of administrative decision-making. They tended to be brief statements of responsibility with general implications for job performance. In many instances, the responsibilities were stated in general terms which apparently permitted wide latitude in carrying out the functions.

For reporting purposes, the position responsibilities of division chairmen were categorized according to the seven administrative areas devised by Luther Gulick. Those components are planning, organizing, staffing, directing, coordinating, reporting and budgeting, more commonly known as POSDCORB.⁹⁶

In the following section, the position responsibility statements are reported and briefly analyzed within the context of POSDCORB. For ease in understanding the data, each

⁹⁶Griffiths, p. 148.

college was assigned a number (one through thirty-two) and that number remains constant throughout this section. In cases where more than one position responsibility statement was drawn from a particular college, alphabetic letters were also utilized.

Each position responsibility statement is presented in the same form as in the document received from the college. No editing was performed.

Planning

The planning function responsibilities of division chairmen were identified and drawn from the position descriptions and were as follows:

College #5

Plan, develop, recommend and implement operational goals, objectives and philosophies for the division.

College #8

A. Prepare and maintain a long-range plan for the development and improvement of the division.

B. Establish goals for each year and evaluate progress.

College #11

Prepare an annual report for the dean of transfer program outlining the accomplishments of the division and the needs and plans for future development.

College #12

Establish annual and long-range objectives and goals of the office prior to the beginning of each fiscal year.

College #14

A. Coordinate the one and five-year plan (departmental) for submission to the appropriate institutional dean.

B. Evaluate data to substantiate department offerings to meet the student needs.

C. Plan for the implementation of departmental objectives.

D. Accomplish referencing previous years' objectives.

College #19

Coordinate overall long-range plans of the division.

College #21

A. Develop projections of divisional growth and staff changes and additions within the division.

B. Assist in planning for new instruction.

College #22

A. Provide a short-range and long-range planning program for the division.

B. Establish goals and objectives in harmony with the college for the division.

College #25

Develop a plan for future development of his college in cooperation with his staff and central services.

College #28

A. Plan the program services of the division.

B. Supervise and recommend both short and long-range planning for division programs.

An examination of the position descriptions revealed that planning function responsibilities were present for ten of the thirty-two colleges responding and, therefore, that twenty-two of the respondents had no reference to planning in division chairmen position descriptions. Five of the colleges had more than one reference to planning. One of those institutions had five responsibility statements which **were categorized as planning**

statements. For those colleges which included statements directed toward the planning function, such terms as "establish long and short-range goals, annual objectives for the division and prepare an annual report depicting the accomplishments of the division" were used to denote administrative action. None of the colleges had any reference in the division chairmen's position responsibilities relating to college-wide planning or any stated involvement at a level beyond the division. In general, for those colleges where the planning function was a part of the division chairmen's responsibilities, the statements were stated in an action form for accomplishment by the division chairmen. Statements of responsibility for planning in the position descriptions generally directed division chairmen to plan at the division level. Plans were then submitted to the division chairmen's superior administrator for approval.

Organizing

The organizing function responsibilities were identified and drawn from the position descriptions received from the various colleges and are stated below.

College #1

- A. Work with faculty in the development of new courses and curriculum.
- B. Phasing out obsolete, unessential or unproductive courses or curricula.

College #2

- A. Organize and administer the divisional instructional

programs of the college, communication and information between faculty and administration concerning institutional outcomes.

B. Formulate and evaluate curriculum objectives and review changing educational needs in the community.

C. Assist dean of instruction as directed in the administration of the instructional program.

College #3

A. Keep abreast of new developments in areas of study in the division.

B. Promote professional growth of faculty.

C. Promote personal welfare of faculty.

D. Be accessible to faculty.

E. Handle divisional matters with integrity.

F. Hold privileged information confidential.

College #4

A. Review and evaluate course offerings. Participate actively in promoting and articulating programs with community.

B. Work with assigned faculty and staff in developing course prerequisites, grading practices and procedures, course outlines, departmental exams, textbook selections.

C. Evaluate facilities utilization and suitability. Recommend necessary modification and improvement.

D. Administer the operation of the department's general and specific objectives of the college as established by the board, president and deans.

College #5

A. Assist in development of division policies and procedures.

B. Develop and implement inservice training programs for the division.

C. Suggest and encourage innovation and experimentation of schedules and new teaching methods.

D. Attend and participate in conferences relevant to teaching and administering.

E. Assist in development of new programs and courses.

College #6

A. Make recommendations covering new programs on the basis of personal investigation and assessment of needs for new programs.

B. Supervise preparation and revision of material for catalog and brochures, etc.

C. Supervise preparation of proposal for special projects related to divisions.

D. Make arrangements for activities scheduled for absent personnel.

E. Evaluate effectiveness of courses and programs in division.

College #7

A. Curriculum development.

B. Publicity.

C. Library holdings.

D. Student advisement.

College #8

Assist with the preparation of the master schedule.

College #9

A. Assess the need for particular courses and provide class schedules.

B. Encourage maximum amount of initiative consistent with department syllabi.

C. Assist in arranging for substitute teachers.

College #10

A. Involved in single course curriculum revision and prepare catalog material.

- B. Recommend the schedule and semester college classes in division.
- C. Assist in selection of textbooks and recommend approval.
- D. Formulate, establish and maintain an environment conducive to support the college objectives and philosophies.
- E. Responsible for stimulation and heightening performances of full-time staff.
- F. Orient substitutes to maintain instructional value and continuity.

College #11

- A. Assist public relations officer information programs for division.
- B. Responsible for academic advisement program in division.
- C. Makes graduation checks and certifies students for graduation.
- D. Assist in training of new division chairmen.
- E. Assist in preparing recruitment plan for department in his division.

College #12

- A. Assist in development of total curriculum and college programs as member of curriculum committee.
- B. Prepare catalog material for division.
- C. Coordinate selecting of textbooks and recommend their approval.
- D. Consult with and advise the dean of the learning resource center on books, etc.

College #13

- A. Responsible for student advisement policy in division.
- B. Responsible for selection and supervision of current course offerings.
- C. Responsible for orientation, pre-service and inservice

for full-time and part-time instructors.

D. Recommend curriculum modifications and course additions.

E. Responsible for catalog updating.

F. Recommend textbook adoption and other resource material.

G. Recommend library acquisition for division.

H. Membership in at least one professional organization.

I. Remain current in subject area related to teaching area.

J. Approve proficiency credit for students.

K. Provide desk copies and manuals for all full-time and part-time faculty.

College #14

Coordinate department articulation and recruitment programs

College #15

Serve as instructional manager.

College #16

A. Assists in development and implementation of total curriculum of the college.

B. Assist in development and revision of catalog.

C. Work with instructors for development and evaluation of courses and file course outlines.

College #17

A. Develop public relations activities with high schools, public media, lay advisory committee, specific interest groups, course surveys, and research.

B. Perform tasks of curriculum development and improvement, new courses and programs.

College #18

- A. Approval of textbook selections for divisional course offerings.
- B. Approval of faculty absences and substitutes.
- C. Assist in planning and conducting pre and inservice for full-time and part-time staff.

College #19

Form divisional committees for preparing and submitting curricular recommendations.

College #21

- A. Develop instructional programs.
- B. Organize instructional programs in division.
- C. Encourage use of learning resource center and cooperate in ordering supplies.

College #22

- A. Provide educational leadership for division.
- B. Coordinate and recommend requests for other services for operation and direction.
- C. Assist with developing of public information for division.

College #23

- A. Responsible for maintenance of courses and programs of college in division.
- B. Assist in development and implementation of faculty development activities.

College #24

- A. Initiate, review and recommend revision of curriculum.
- B. Provide leadership in development and implementation of recruitment plan.
- C. Participate in selection of textbooks.

College #25

- A. Develop and supervise a well-balanced educational program.
- B. Work with office of instruction to develop continuing educational programs, occupational programs and workshops.
- C. Work with office of instruction to recommend schedule of course offerings and program changes in master schedule.
- D. Work with dean of student services in development of student services program.
- E. Stimulate innovation in curriculum development, pedagogical and counseling methods for students and faculty.
- F. Work with office of instruction in programs of guidance for students to attain reasonable goals.

College #26

- A. Prepare and teach courses each semester.
- B. Prepare class schedules for division.
- C. Oversee the registration process for division.

College #27

- A. Assist in the development of the curriculum.
- B. Teach assigned classes and maintain office hours.
- C. Prepare catalog material for the division.

College #28

- A. Facilitate instructional areas supervised.
- B. Provide leadership in developing program areas supervised.
- C. Evaluate existing programs and recommend changes.
- D. Promote services of division.

College #29

- A. Assume the responsibility for ensuring that division curricula meet institutional needs and that instructors are aware of the several instructional approaches avail-

able to them.

B. Exercise leadership for catalog changes and the revision and/or development of course outlines as they apply to the division.

C. Work with each department within the division according to various problems and needs.

D. Coordinate the selecting and ordering process of textbooks and/or supplies for each department for each semester and the summer session with the respective academic dean.

College #30

A. Evaluate and interpret material, equipment, space, student assistant and secretarial needs of the division and in cooperation with the dean.

B. Assume responsibility for approving requests or recommendations of the division instructor for materials, equipment, textbooks, library materials, field trips and professional trips.

C. Assist the dean in preparation of the time table.

D. Take responsibility for the development, where appropriate, of placement tests and proficiency exams for credit purposes.

E. Assist in publicizing the students, professional staff, parents and the public, the program and activities and accomplishments of the division.

College #31

A. Develop a proposed schedule of courses.

B. Develop a teaching program in consultation with faculty.

C. Plan and coordinate end-of-term activities for department.

An examination of the position descriptions revealed that organizing function responsibilities were present for thirty of the thirty-two colleges responding. Twenty-six of the colleges had more than one reference to organizing; one institu-

tion had six references to organizing.

Division chairmen were responsible for curriculum development, establishment of new courses and programs and phasing out of courses. In addition, the chairmen determined the instructional needs of the community, assisted in providing information for the college catalog and worked with the faculty in selecting educational materials.

In general, where colleges had statements included in the organizing function, administrative action words such as coordinate, responsible for, assist, evaluate, initiate, stimulate, and provide for, were common in the statements of division chairmen responsibilities. The responsibility for curriculum development seemed to rest with the division chairman.

Staffing

The staffing function responsibilities were identified and drawn from the position descriptions and are presented below.

College #1

- A. Work with each employee in identifying acceptable standards.
- B. Evaluate each employee and recommend appropriate action.
- C. Make assignments for faculty.

College #2

- A. Assign, supervise, and evaluate instructional personnel with college procedures.
- B. Determine staffing needs and recommend faculty appointments.

C. Determine clerical staffing needs, interview and recommend for employment.

College #3

- A. Recommend promotions and salary and staff welfare.
- B. Responsible for recruiting, selecting and evaluating new staff members.
- C. Make faculty assignments and schedule class offerings.

College #4

- A. Supervise and evaluate faculty and staff.
- B. Recommend to dean for faculty and staffing appointment, retention, promotion or dismissal.

College #5

Interview, recommend and evaluate performance of full-time and part-time staff.

College #6

- A. Recommend employment and retention of faculty.
- B. Evaluate faculty on personal investigation.
- C. Make tenure recommendations on personal investigations.
- D. Supervise class scheduling and assignments and settle impasse.

College #7

- A. Staffing of faculty.
- B. Professional development.
- C. Evaluation.

College #8

- A. Assist in evaluation of faculty members in division.
- B. Recommend new faculty members.

College #9

- A. Consult with tenure faculty and seek their advice on tenure.

- B. Assess personnel needs, interviews, recommends employment in cooperation with tenured and other members of the department.
- C. Recommend assignment of courses and classes.
- D. Observes, consults with and reports on teachers of non-tenure.
- E. Recommend with other tenured instructors, tenure of instructors.

College #10

- A. Recommend full-time staff positions to dean.
- B. Evaluate and recommend part-time instructors.
- C. Evaluate, with department members, instructors, within department for tenure and non-tenure for improvement of institution.
- D. Responsible for non-faculty supportive personnel.

College #11

- A. Assist in recruitment and selection of new faculty.
- B. Assist in evaluation of faculty in tenure and promotion.
- C. Assist in resolution of personnel problems in division.
- D. Plan and prepare class schedules.

College #12

- A. Recruit and select applicants for staff positions and recommend to dean.
- B. Develop schedules of classes and instructor assignments.
- C. Insure evaluation procedure is completed.
- D. Responsible for performance of personnel and professional growth of instructors.

College #13

- A. Provide administration and supervision direction for division.
- B. Assist in recruiting and hiring of full-time and part-time staff.

- C. Recommend assignment and scheduling of full and part-time staff.
- D. Responsible for evaluation of full-time and part-time personnel.
- E. Approve personnel leave requests.
- F. Approve travel requests.

College #14

- A. Prepare schedule of courses.
- B. Coordinate identification, selection and assignment of full-time and part-time instructors.
- C. Coordinate observation and evaluate full and part-time instructors.
- D. Assist in recruitment of staff and recommend new or vacant positions to dean.
- E. Administer master agreement of staff.
- F. Report absences of department staff and arrange for substitutes.

College #15

- A. Interview, supervise and evaluate full and part-time staff.
- B. Make staff recommendations.

College #16

Participate in recruiting, interviewing, selection and evaluation of faculty and staff.

College #17

- A. Assist dean in recruitment and employment of new staff and implement and provide for orientation and inservice programs.
- B. With division members prepare a recommended schedule of courses, assignment of instructors, class times and classrooms.
- C. Evaluate staff members.

College #18

- A. Recommend maximum class size for courses.
- B. Recommend part-time faculty bonus each semester.
- C. Selection of part-time faculty.
- D. Coordinate interviewing and recommendations for full-time and part-time staff.
- E. Coordinate evaluation of part-time faculty.
- F. Coordinate development of course offerings, faculty assignments, scheduling recommendations.

College #19

Prepare personnel recommendations for employment, evaluate, advise, tenure, promotion, advancement, leave, assignments, and dismissal.

College #20

- A. Participate in selection, evaluation and promotion of faculty.
- B. Recommend class schedules and assignments of instructors.
- C. Orient new faculty and part-time faculty and provide for inservice.

College #21

- A. Develop requirements, qualifications, specifications for personnel and with assistance of personnel office, locates, interviews, and recommends qualified personnel.
- B. Evaluate faculty and submit written recommendation to dean.
- C. Develop schedules of classes, make teaching assignments and equalize teaching loads.

College #22

- A. Assist in screening of applicants.
- B. Assist in interviews.
- C. Joint determination of recommendation to president

for faculty appointments.

- D. Orientation of new faculty to activities of division.
- E. Orientation of new faculty to district policies and procedures.
- F. Assist in securing part-time instructors.
- G. Recommend schedule of classes and teaching assignments to dean.
- H. Assist with formal evaluations.
- I. Assist dean with course scheduling.

College #23

- A. Responsible for supervision, recommendations for initial employment, orientation, performance evaluation, promotion or terminating of clerical staff, and full and part-time staff.
- B. Plan, prepare and submit schedule of courses, faculty assignments.

College #24

- A. Participate in selection and evaluation of staff.
- B. Orient all new faculty.
- C. Recommend class schedule and assignment of faculty.
- D. Hold regular meetings of instructional staff.

College #25

- A. Prepare schedule of faculty assignments.
- B. Make recommendations to vice president for full-time appointments.
- C. Select and assign part-time faculty.
- D. Orient full and part-time faculty.
- E. Assist president in evaluation of professional personnel, instruction programs and student services.
- F. Develop annual assessment programs for faculty.
- G. Supervise and evaluate clerical employees.

- H. Supervise clerical personnel and office operations.
- I. Supervise personnel in department.
- J. Plan and administer inservice programs and training for staff.
- K. Supervise all personnel assigned.
- L. Develop class schedule with dean.
- M. Assist dean in faculty recruitments, staff orientation and inservice.

College #26

- A. Recruit, interview and make recommendations for faculty employment.
- B. Coordinate faculty evaluation and promotion recommendation through classroom visitation, student evaluations, personal encounter and discussion with counselors.

College #27

- A. Assist the dean of instruction and/or other designated administrators in the recruitment and selection of personnel for staff positions within the division.
- B. Recommend a division schedule of classes and instructor assignments.
- C. Supervise and evaluate personnel in the division.

College #28

- A. Determine staffing needs and allocations.
- B. Identify staff needs, assist in the selection of staff and recommend scheduling of staff.

College #29

- A. Execute the evaluation process for full and part-time instructors as outlined in the evaluation procedure.
- B. Assist in the recruitment of new faculty by screening applications, interviewing candidates, and by writing recommendations of personnel involved.
- C. Recommend the assignment of teaching personnel for

the division.

- D. Recommend the scheduling of classes for division.
- E. Assume responsibility in cases of instructors absences for adequate instructional substitutes.

College #30

- A. Assist in finding substitutes or making special assignments when classes must be cancelled or postponed.
- B. Assist in selection of staff members.
- C. Assume major responsibility for the orientation, evaluation and improvement of instructors in the division.

College #31

- A. Identify faculty qualified for extra work assignments.
- B. Develop and post seniority and rotation lists.
- C. Identify staff needs and recommend to administration.
- D. Forward to administration recommendations for initial employment renewal and tenure.
- E. Recommend professional leave.

An examination of the position descriptions revealed that staffing function responsibilities were recorded for thirty of the thirty-two colleges responding. Twenty-eight of the colleges had more than one reference to staffing; one of those colleges had twelve references to staffing.

Division chairmen were responsible for recruitment, interviewing and recommending full and part-time staff. In addition, they were responsible for evaluation of staff for tenure and nontenure purposes. Assignment of staff teaching loads and preparation of the master course schedule were other general responsibilities of division chairmen. Supervising nonpro-

fessional staff members was stated along with arranging for substitutes when needed. The staffing function responsibilities contain administrative action words such as participate, recommend, assist, prepare, coordinate, joint determination, and identify. These words indicate less of a decision-making function, but division chairmen appear to have much latitude in staffing responsibilities when employment of staff and assigning class schedules was considered.

Directing

The directing function responsibilities were identified and drawn from the position descriptions received from the various colleges and are stated below.

College #1

Conduct department meetings - initiate and coordinate.

College #2

- A. Administer division programs and staff in accordance with direction and delegation of administrative duties from deans.
- B. Represent division off campus, subject area conferences, workshops or appoint faculty members to attend.
- C. Hold periodic meetings with faculty to discuss innovations in teaching methods, new uses of media, new texts and related matters.

College #3

- A. Plan division activities.
- B. Make decisions with reasonable promptness.
- C. Encourage faculty creativity.
- D. Resolve or reduce conflicts within faculty.
- E. Handle student-faculty conflicts.

College #5

- A. Understand and administer college policies and procedures.
- B. Administer division related activities.

College #6

- A. Encourage appropriate and effective use of media.
- B. Promote improvement of responsible innovations of teaching process.

College #8

Administer operation of division with objectives and policies of board.

College #9

- A. Insure such uniformity in courses as department deems necessary.
- B. Meet with members of department frequently and regularly.
- C. Conduct department orientation for evening and day staff.

College #10

- A. Stimulate, promote and expedite instructional improvement.
- B. Hold regular department meetings for instructional improvement changes.
- C. Conduct day-to-day physical and economic needs of administration.

College #12

Provide leadership to division.

College #13

- A. Research and promote new trends in teaching methods, etc.
- B. Responsible for overall supervision of departments.

College #15

Schedule and conduct division meetings.

College #16

Conduct division meetings monthly to improve instruction.

College #18

- A. Call divisional meetings.
- B. Delegation of job assignments of faculty.
- C. Conduct division meetings every two weeks for full-time and one a month for full and part-time.
- D. Provide leadership for necessary new courses and program development.

College #19

Conduct divisional meetings.

College #20

Schedule and conduct meetings of division.

College #21

Provide supervision, leadership, and incentives for improving quality of instruction.

College #22

- A. Act as spokesman for division.
- B. Encourage full use of learning resource center.

College #24

- A. Provide leadership for improving instruction and innovation.
- B. Provide direction in development and revision of course syllabi.

College #25

Conduct regular scheduled meetings with all staff.

College #26

- A. Organize and meet with all advisory committees.
- B. Represent division on the different institution's committees.

College #27

- A. Supervise the promotion of, organization, coordination, and evaluation of the programs of the division in cooperation with other administrative staff.
- B. Maintain an up-to-date file of division syllabi and course materials.
- C. Schedule and conduct regular meetings of division.
- D. Assist the appropriate administrators in providing for the professional needs of the instructional staff through consultation, orientation and inservice training.

College #28

- A. Develop program services of the division.
- B. Supervise the program service of the division.
- C. Supervise and assist in curriculum development.
- D. Develop and maintain relations with college and university departments - division to which students transfer, determine and communicate transfer requirements and recommend program changes to facilitate articulation.
- E. Organize and conduct divisional meetings and staff development activities to improve the staff members of the division.
- F. Accept special responsibilities, serve on committee and task forces for divisional and college problem solving, represent the college at conferences, programs, and meetings.

College #29

Call and preside at divisional meetings of faculty.

College #30

- A. Assume primary responsibility for the function of the division.

B. Provide leadership in the promotion, development and evaluation of programs and courses.

C. Provide leadership for the improvement of the instructional process of the division.

College #31

Call and chair department meetings.

An examination of the position descriptions revealed that directing function responsibilities were present for twenty-five of the thirty-two colleges responding, one college having five responses. Fourteen of the colleges had more than one reference to planning while seven of the thirty-two colleges responding did not have a statement of responsibility for division chairmen in the directing function.

The directing responsibilities generally consisted of conducting staff meetings, directing staff activities and attending meetings to represent the division. The major thrust of the statements was to encourage faculty to competently perform the instructional process. The division chairman was responsible for his division and directed the daily activities of the division. Few decision-making situations were present in the directing function as evidenced by such words as encourage, administer, stimulate, conduct, resolves, meets with, and provides leadership. Few responsibilities for decision-making in this area require recommendations to superior administrators by the division chairmen.

Coordinating

The coordinating function responsibilities were identified and drawn from the position descriptions received from the various colleges and are stated below.

College #1

Work with dean of community service for course offerings in the evening.

College #2

- A. Cooperate with assistant to president for evaluation of community needs.
- B. Coordinate promotion of division instructional programs, publicity, public relations, publication, and reproduction.
- C. Coordinate faculty assignments in support of student counseling.
- D. Represent division on curriculum matters and joint committees.

College #3

- A. Share institutional frames of reference.
- B. Promote a special faculty cooperation.
- C. Coordinate curriculum activities.
- D. Articulate division offerings with other colleges.
- E. Articulate division offerings with area high schools.
- F. Work with advisory groups.
- G. Active part in offering courses in learning resource center.
- H. Leadership in all college affairs.
- I. Represent college to district high schools and universities.

College #5

- A. Provide leadership necessary to influence community

involvement by members of division.

B. Serve on appropriate college board committees.

College #6

Coordinate selection of divisional representatives for appropriate advisory or other committees.

College #7

A. Articulation.

B. Advisory committee.

College #8

Coordinate evaluation and improvement of courses and programs.

College #9

A. Meet with other department heads for problems, policies, etc.

B. Act as department representative on curricular committees.

C. Provide a department representation on library committee.

D. Coordinate development of courses, objectives and syllabi for students.

E. Coordinate to find and provide textbooks.

F. Cooperate with counselors and registrar to insure placement of students in courses at correct levels.

G. Represent department to administration.

H. Seek department courses on matters of department concern.

I. Coordinate work of department in syllabi and textbook test lists.

J. Coordinate and balance requests for travel.

K. Represent department or provide representatives at meetings.

L. Receive visitors to campus.

M. Coordinate day and evening courses in department.

College #10

Serve as member of committee of instructional improvement.

College #11

A. Coordinate operation of departments in division.

B. Attend all meetings of curriculum committees.

C. Coordinate planning and preparation of all class schedules.

D. Assist the college development office in grants.

E. Work closely with public relations office.

F. Work closely with dean of students and is responsible for academic advisement.

G. Work closely with admission office for graduation.

H. Accept committee membership.

College #12

Promote, organize, coordinate, articulate and evaluate programs of division.

College #13

A. Maintain close liaison with individual school for new program courses.

B. Coordinate course and curriculum articulation with high schools and universities.

C. Establish and maintain communication between divisions and administration by conferences, orientation, division meetings, etc.

D. Establish and maintain good public relations with other schools, local industry, community.

E. Serve as member of permanent advisory committee.

College #14

A. Coordinate the evaluation of programs and courses.

- B. Coordinate implementation of program course additions and deletions.
- C. Coordinate learning resource center service needs.
- D. Coordinate planning and implementation of staff development.
- E. Coordinate regular updating of course outline, texts, instructional programming.

College #15

- A. Serve as communication link - divisions and administration.
- B. Coordinate textbook selection and acquisition.
- C. Supervise and coordinate preparation and administration of exams professionally.
- D. Work with advisory committees.
- E. Work with outside agencies for instructional programs.

College #16

- A. Serve as liaison between division and administration.
- B. Represent needs of division to dean, planning and maintaining instructional standards.
- C. Serve as standing committee of instructional policy.
- D. Promote, encourage and represent division at professional meetings.

College #17

Serve in a resource and guidance role for staff and/or liaison between division and administration.

College #18

- A. Establish and maintain communication within division, with other divisions and with administration.
- B. Coordinate, analyze, appropriate revision and maintenance of division course outlines annually.
- C. Coordinates use of division personnel in support of program and courses offered in other division's staff.

- D. Assist in articulation of the division with counseling.
- E. Assist in work of citizen advisory committee with programs.
- F. Coordinate articulation of division with continuing education and services.
- G. Coordinate supervision of classified and student assistant personnel.

College #19

- A. Represent the division through public contacts.
- B. Work with other division chairmen in coordination efforts of all instructional areas.

College #20

- A. Serve as representative of faculty to advise and communicate between faculty and administration.
- B. Provide leadership in planning and purchasing of instructional materials in learning resource center.
- C. Attend all division chairman meetings and perform other tasks assigned by administration.

College #22

- A. Serve on curriculum committee.
- B. Coordinate revision of curriculum and programs in division.
- C. Assist and coordinate development of any new programs.
- D. Coordinate the organization and effective use of program advisory committee.
- E. Coordinate the evaluation of the effectiveness of courses and programs.

College #23

- A. Coordinate activities of occupational educational advisory committee.
- B. Coordinate activities of task groups and other committees.

C. Participate in activities of course groups and other committees.

D. Serve on deans' council.

College #24

Assist in coordinating of instruction at extension centers and on campus.

College #25

A. Establish methods so faculty, students and staff can communicate effectively.

B. Stimulate community interest and participation in college.

C. Work with office of college relations to set up meaningful support with area residents.

College #26

Coordinate articulation and liaisons with high schools, colleges and extension centers.

College #27

A. Coordinate the selection of textbooks and recommend their approval.

B. Consult with and advise the director of learning resource regarding desired books, periodicals, and audio visual supplies, coordinate the utilization of instructional resources by division members.

College #28

Coordinate the program service of the division.

College #29

A. Work with vice president, academic servers and obtain articulation exhibits from service universities.

B. Assist in effecting liaison between colleges and senior universities.

C. Coordinate with other divisions for scheduling matters and room utilization.

D. Establish relationships between the division and its

counterparts in the community businesses, state agencies, hospitals, and educational institutions.

E. Coordinate with the learning resource center in the selection and ordering of learning materials.

College #30

Assume responsibility for subject matter articulation with high schools and four-year colleges and universities.

An examination of the position descriptions revealed that planning function responsibilities were present at twenty-eight of the thirty-two colleges responding with one college reporting twelve. Eighteen of the colleges had more than one reference to the coordinating function while four of the thirty-two colleges responding did not have a statement of responsibility for division chairmen in the coordinating function. The coordinating function was frequently used in responsibility statements for division chairmen as much of the chairmen's involvement necessitates coordinating the activity. As the representative of the division for curricular and instructional matters the division chairmen works with community groups, high schools, businesses, and industries in the college district. In addition, they coordinated the division's involvement in the learning resource center and were involved in the writing of federal and state grants. Instruction, as it relates to the interaction of faculty and students, was coordinated by division chairmen. Such action words as coordinate, articulate, represent, provide and assists denote decision-making responsibilities or provide authority for division

chairmen in their coordinating role.

The coordinating function was not premised on administrative decision-making at a significant level, but rather on decisions reflecting the internal operation of the division.

Reporting

The reporting function responsibilities were identified and drawn from the position descriptions reserved from the various colleges and are stated below.

College #2

- A. Keep the dean informed of planned press releases and other information for public dissemination.
- B. Compile and forward to dean reports on division operations and personnel when requested. The makeup of reports is on the basis of consultations with concerned division members.
- C. Maintain in division files and instruction office files course outlines of facts and present courses.

College #5

Maintain list and records of possible part-time teachers.

College #7

Reports and statistics.

College #9

- A. Prepare and transmit all required reports, budgets, syllabi, and records.
- B. Review and reject or approve travel requests and send to dean.

College #11

- A. Consult on all reports on performance of faculty and assist on follow up.
- B. Consult on all reports relative to effectiveness of

programs and assets with follow-up.

College #12

Maintain records as designated by dean of instructional services.

College #13

- A. Be responsible for catalog updating of courses.
- B. Be responsible for keeping the public information department appraised of current programs and activities in division.
- C. Provide leadership in preparation and submission of appropriate college reports and documents.
- D. Be responsible for maintenance of instruction equipment and facilities.
- E. Be responsible for submitting weekly and monthly sublease.

College #14

Provide all reports and/or information requested by appropriate dean.

College #15

- A. Maintain updated copy of instructional material for each course.
- B. Provide information for recommendations to director of instruction for preparation of master schedule.
- C. Supply needed information for preparation of catalog.
- D. Maintain necessary inventory records of equipment and supplies.

College #16

- A. Identify list of tentative course assignments with assistance of faculty and recommend to dean.
- B. Prepare reports as requested and review and submit requests for travel, leave and supplies.
- C. Maintain regular posted hours of all division faculty and students.

College #18

- A. Keep divisional meeting recorded.
- B. Assist in articulation of college programs with area high schools and the economic community.
- C. Prepare and submit appropriate college reports and documents.
- D. Report newsworthy activities to public relations director.

College #20

Be responsible for control and maintenance of instructional equipment.

College #21

- A. Provide dean of instruction with current course syllabi and lists of texts and other materials to be used.
- B. Assist dean of student services in interpretation of curricular offerings to high school students.

College #22

Assist with maintenance of an up-to-date inventory of equipment.

College #23

Assist in late registration.

College #24

Be responsible for control and maintenance of divisional physical property.

College #27

- A. Submit reports requested by the dean of instruction and or appropriate administrator.
- B. Be responsible for the control and inventory of physical property of the division.
- C. Prepare and submit annual evaluation reports of divisional accomplishments and concerns, making recommendations where appropriate.

College #28

Monitor instructional implementation.

College #29

A. Maintain up-to-date files of course outlines (Syllabi) in the office of the vice president for academic services.

B. Collect necessary data and maintain divisional records.

College #30

When requested, assist in expediting records of reports due from individual instructors assigned to the division.

An examination of the position descriptions revealed that reporting function responsibilities were present for twenty of the thirty-two colleges responding, with one college reporting four responses. Ten of the colleges had more than one reference to reporting while twelve of the thirty-two colleges responding did not have a statement of responsibility for division chairmen in the reporting function. The colleges that directly referred to reporting responsibilities stated that division chairmen would record, maintain and update division matters. Many reports and plans are required by state and federal agencies and necessitate data from the division level. Records of division supplies, capital equipment, textbooks and course objectives must be maintained and reported to superior administrators. A responsibility mentioned on many college forms was the output of information for internal and external release. Division chairmen would work closely with the public relations officer of the college. The reporting

functions require little administrative decision-making as evidenced by such administrative words in the responsibility statements as keep informed, consults with, compile and forward, and be responsible.

Budgeting

The budgeting function responsibilities were identified and drawn from the position descriptions received from the various colleges and are stated below.

College #1

Prepare department budgets and monitor in conjunction with dean of instruction and business manager.

College #2

A. Determine instructional material needs.

B. Prepare division budget requests.

C. Be responsible for evaluating, developing and preparing budget purchase requests for instructional materials, audio visual needs, library acquisitions, and learning resource center materials.

College #3

Responsible for development and administration of division budgets.

College #4

A. Work with assigned faculty and staff in developing department budget requests.

B. Authorize supply and equipment requisitions for submission to dean of instruction.

College #5

A. Assist in development of budget request and written narrative.

B. Oversee divisional operating expenditures.

College #6

- A. Submit budget recommendations for division on basis of personal investigations and assessment of needs of division.
- B. Administer approved annual budget of division.
- C. **Supervise supply and equipment requisitions.**

College #7

- A. Budget
- B. Requisitions.

College #8

- A. Prepare budget estimates for division and administration approval.
- B. Authorize supply and equipment requisitions to dean.

College #9

Prepare a budget that represents department needs.

College #10

Develop, submit and later recommend the approval of all items budgeted for department.

College #11

Consult in preparation of modification of division department budgets, assist in determination of practices in monitoring expenditures

College #12

Develop and submit an annual budget request with appropriate administrator.

College #13

- A. Establish priorities when determining division budget.
- B. Prepare and submit annual budget recommendation.
- C. Monitor and control budget expenditures throughout year.

D. Approve supply and equipment requisitions.

College #14

A. Serve as major budget advisor for department to dean.

B. Approve requisitions, purchase orders, work and other requests for expenditures of departmental budget.

College #15

Submit an estimate of division expenses for inclusion in preliminary budget and review proposed expenditures for authorized budget levels.

College #16

Represent needs of division to deans on instruction materials.

College #17

Plan budget requests supported with rationale and implement budget established by college administration.

College #18

A. Approve divisional supply requisitions in divisional budget.

B. Coordinate development of annual budget recommendations for the division.

C. Administer divisional budget.

College #19

Prepare and control divisional budget.

College #20

A. Develop a preliminary operational budget for division next fiscal year.

B. Responsible for division operating within budget for current fiscal year.

College #21

Prepare annual division budget including equipment, supplies, repair and maintenance requests.

College #22

- A. Assist in preparation of an annual budget.
- B. Coordinate and recommend requests for purchases and travel.

College #23

Plan, prepare and submit a proposed budget for subdivisions to dean and administer approved budget.

College #24

- A. Develop a preliminary budget.
- B. Administer division budget.

College #25

Assist in developing and supervising a budget.

College #26

- A. Coordinate budget preparation and administration for division.
- B. Prepare payroll information for part-time and overload faculty.

College #27

- A. Develop and submit an annual budget request for the operation of the division coordinating with the appropriate administrator.
- B. Plan and requisition instructional equipment and materials necessary for instruction.

College #28

- A. Develop budgets for each program and special budget areas within the division supervised.
- B. Supervise budget development, recommend budget proposals, monitor budget expenditures.

College #29

- A. Coordinate the preparation of the annual budget and supervise the expenditures of these funds.

- B. Approve requisition and coordinate orders for supplies and equipment for the division.
- C. Assist in the development of the physical plant and make recommendations to the respective academic dean for modification and repair to meet instructional needs.
- D. Make recommendations regarding equipment and facilities for division use.

College #30

Develop the fiscal budget for the division.

College #31

Develop and submit budget recommendations for the division.

An examination of the position descriptions revealed that budgeting function responsibilities were present for thirty-one of the thirty-two colleges responding with one college reporting three. Sixteen of the colleges had more than one reference to budgeting while only one college responding did not have a statement of responsibility for division chairmen in the budgeting function. Division chairmen were responsible for the budgeting function at the divisional level for building budgets and requesting division dollars. In addition, when the division budget was approved, division chairmen were responsible for monitoring the line item expenditures and approving requisitions and material expenditures. Division chairmen exercise a great deal of decision-making responsibility in the budget matters of their division. However, no statements were present to substantiate any involvement beyond the divisional level. Faculty involvement with division chairmen was noted in many college responsibility statements. Final

authority for the division request rested with division chairmen. The action words in the responsibility statements indicated the division chairmen's involvement in the budgeting process, as evidenced by phrases as prepare and submit, administer, responsible for, determine, establish and monitor, and control.

The position description statements of responsibilities were compared and contrasted in relation to the colleges selected for each of the four cells for interview purposes. Each of the cell colleges was compared for similarities and differences in the position description statements according to the POSDCORB functions. The data revealed the following observations.

In cell one, the two colleges had statements of responsibilities in all functions of POSDCORB except planning. Division chairmen responsibilities were very clearly and succinctly stated with the responsibility and authority for the decision-making role of chairmen established. The responsibility and authority for the decision-making role of division chairmen was through his superior administrator for all actions, but a great deal of the influence was not apparent. The position of division chairmen in cell one colleges was clearly established as administrative with no teaching responsibilities. The administrative function was evidenced by the stated responsibilities to assist and provide information to the administration's negotiating committee.

In cell two, the two colleges selected have responsibility statements in all the functions stated in POSDCORB. However, only one college referred to the planning function in the position description responsibilities. The responsibilities of division chairmen were specific and entail administrative decision-making by the chairmen. Partial responsibility for teaching was required for division chairmen but the emphasis for the position was clearly established as administrative. The responsibilities are detailed in function and provide narrow direction for division chairmen in their decision-making role. Line authority was stated for the position with little apparent involvement from the chief executive officer.

Cell three colleges selected had responsibility statements in all functional areas of POSDCORB except planning. The statements for the position of division chairmen were general in scope giving responsibility for broad areas but not for specific decision-making items. Limited responsibilities for division chairmen were noted with more involvement and approval by upper level administrators. The teaching function was a more evident responsibility for division chairmen. Line authority was established to upper level administrators with interaction at the chief executive level.

In cell four, the colleges selected had responsibility statements in all functional areas of POSDCORB except planning. One college did not have a responsibility statement for budgeting. The content of the statements of responsibilities for division chairmen were very prescriptive, even to the

point of being stated in terms of suggested procedures. The influence of upper level administrators was evident and indicates less decision-making authority for division chairmen. The teaching function was very evident with more time responsibilities for teaching than with other administrative duties. The division chairmen role was more informational than decision-making oriented with upper level administrators involved in the actual decision-making.

Statements of responsibilities, in general, center on curriculum, development, staffing, budgeting, and evaluation. Planning as division chairmen responsibilities was not referred to in the statements of position involved. The size of the college affects the statements of responsibilities of division chairmen, with the larger colleges giving more of an administrative decision-making role to their chairmen and fewer teaching responsibilities.

Selected College Interviews

The third phase of the study was developed from the data received in the first two phases of the study, organizational structures and position descriptions. The interview instrument was designed to probe the various areas of responsibilities in the planning, staffing and budgeting functions to greater depths than was evidenced in written statements. Data were tabulated from the interviews in representative colleges to draw conclusions and implications for all community colleges in the state.

The community college districts in the state of Illinois were divided into four cells premised on factors described earlier in this study such as geographic location, population and demographic factors. The colleges in each of the four cells showed common social, economic and population conditions. Two college districts from each of the four cells were randomly selected and oral interviews were conducted in each of the eight colleges with division chairmen, chief academic officers and chief executive officers. The colleges selected in each cell for interview purposes were as follows:

- Cell one - (A) Thornton Community College
South Holland, Illinois
- (B) William Rainey Harper Community College
Palatine, Illinois
- Cell two - (A) Parkland Community College
Champaign, Illinois
- (B) Waubensee Community College
Sugar Grove, Illinois
- Cell three - (A) Lewis and Clark Community College
Godfrey, Illinois
- (B) Lake Land College
Mattoon, Illinois
- Cell four - (A) Kaskaskia Community College
Centralia, Illinois
- (B) Southeastern Community College
Harrisburg, Illinois

The study has not identified the colleges selected for oral interviews in the reporting of data. Interviewees in each college were encouraged to speak openly to each item with the understanding all responses would be kept confi-

dential. To have structured the interview under other conditions may have led to less than candid responses which would have not revealed the actual state of administrative decision-making among division chairmen.

The administrative decision-making role of division chairmen was investigated through items developed for an interview instrument in the functional areas of planning, staffing, and budgeting. The three areas were determined to be representative of the decision-making responsibilities of division chairmen and would provide data in which findings of the study could be generated. The interview instrument was developed with individual items in each of the planning, staffing and budgeting functions. The survey instrument was divided into two sections for each function, a specific and general section. Items designed to elicit short responses and serve as validating data were contained in the specific section. Other items designed for open-ended responses that could provide additional insights were placed in the general section. Data were reported in the specific and general sections for each function.

The study also sought to compare the responses of the chief academic officer and the chief executive officer of each college. For these interviews, the same instrument was used. The instrument attempted to point out the responses of division chairmen in more detail, with the responses of the chief academic and executive officers used to compare and

contrast the division chairmen responses.

The interview instrument was designed in a draft form and discussed with a member of the author's doctoral committee. Suggestions precipitated changes in the instrument on several occasions. When the instrument was determined to be in tentative form, it was administered to division chairmen in the field. A chief executive officer and chief academic officer of a community college were interviewed to validate the instrument, along with two division chairmen. Suggestions from the interviewees and the interview results led to constructive revision and the final form.

Data obtained from the interviews were recorded on the instrument and organized according to the three function areas of planning, staffing and budgeting. The items are listed independently with the responses from each cell following the item. The two colleges in each cell were not identified, but varying responses were stated. The responses of division chairmen are discussed first, with the chief academic officer second, and chief executive officer third for each cell, where appropriate.

Planning Function

Planning was defined for the participants in the interview as the organized process whereby the college community undertakes to prescribe the major direction of the college for a period of time through the development of short and long-range goals and objectives. The documents may be re-

quired by state agencies or be a self-stimulated function of the college to provide the basis for financial, personnel, student and capital needs planning. The first section of the data were from the specific items and the second section were from general items. Specific items seek short response data while general items seek longer open-ended responses.

Specific Data

Item #1 - Is planning an important function of the college?

All cell respondents stated planning was important. Division chairmen in smaller colleges placed more emphasis on planning as did their chief academic and executive officers.

One chief executive officer considered planning to be twenty-five to fifty percent of his responsibilities, while another chief executive considered planning to be an administrative function rather than faculty involved.

Item #2 - Does the college have a mission and scope statement?

All respondents indicated the presence of the document but division chairmen were not familiar or involved in its development.

Item #3 - How many committees do you serve on?

Division chairmen served on from two to five committees which had some discussion concerning planning. The most frequent response was two committees, usually concerned with curriculum matters.

Chief academic and executive officers met in committees on a more regular basis to discuss planning. Other types of regular meetings, such as an administrative council, met weekly to discuss college matters which frequently included planning.

Item #4 - How many years in the future can planning be effected?

Division chairmen indicated that planning was feasible from one to three to five years. The chairmen stated planning was for practical purposes, a one year effort for any reliability.

Chief academic and executive officers indicated from one to ten years for planning. They stated that planning documents for state required purposes were written for ten years but were updated annually.

General Role

Item #1 - What is your role in college-wide planning?

Division chairmen responded their involvement was marginal in college wide planning with such responses as informational only, little input from my division only. Chairmen were not knowledgeable about college wide plans.

Chief academic officers in larger colleges stated that division chairmen served only as a data source for other administrators who wrote the planning documents.

Chief executive officers generally responded that division chairmen have input through supplying data to the chief academic officer. One chief officer stated division chairmen had an enormous impact.

Item #1A - How often in the last 12 months have you met with upper level administrators to discuss college-wide planning?

Division chairmen in larger colleges stated they did not meet with upper level administrators for planning purposes. In some cases occasional meetings were held for other purposes and planning was discussed. Division chairmen in smaller colleges stated that monthly meetings were held.

Chief academic officers generally indicated meetings were held from once to twice monthly.

Chief executive officers in larger colleges stated that meetings were held on a monthly basis, while chief officers in smaller colleges concurred that planning was a part of administrative council meetings.

Item #1B - What evidence do you see where college-wide planning has been incorporated in the daily operation of the college?

Division chairmen could not report instances where planning objectives were incorporated into the daily operation of the college, except one chairman reported a summer school plan was an outgrowth of planning but the concept failed.

Chief officers were not surveyed on this item.

Item #1C - What was your involvement in the development of the college's Resource Allocation Management Plan - RAMP?

Division chairmen in larger colleges reported little or no involvement in the development of the plan. Chairmen in smaller colleges stated they had minimal input, but a few chairmen stated that they were responsible for writing a part of the document pertaining to their division.

Chief academic officers stated they had received data from division chairmen but the document was written by other administrators.

Chief executive officers stated division chairmen had little involvement in the development of the document.

Item #2 - What is your role in the development of plans at the divisional level?

Division chairmen in large colleges had maximum responsibility for divisional planning. One college reported they had a planning, staffing, and budgeting committee that met regularly. Planning was seen as an exercise completed on an annual basis and changed frequently or having a more intense financial composition than an instructional tool. Division chairmen in small colleges were more involved with faculty directly in developing plans for the division. Division chairmen did not have written plans for their division but stated that they did meet with coordinators or faculty to discuss planning on an occasional basis. Several chairmen saw no benefit to divisional planning.

Chief academic officers did not require any written plans from chairmen but were involved with them in discussing divisional matters in a quasi planning setting.

Chief executive officers stated division chairmen were deeply involved in planning at the divisional level and were in a position to effect a powerful influence on divisional objectives.

Items #2A and #2B -What short-range and long-range plans exist at the division level?

Division chairmen indicated they did not have short and long range plans for their divisions, except in one college. Division plans were in the form of ideas but not written in objective form. Where state requirements existed division chairmen had division plans, but they were not used in the operation of the division.

Chief academic officers did not require division chairmen to formulate written short and long range goals.

Chief executive officers stated division chairmen had the responsibility to develop division plans.

Item #2C - Is there evidence that involvement in the planning function increases authority?

Division chairmen were mixed in their responses to authority. Some stated they had no authority while others responded they had authority, others indicated it could be assumed, or authority was evident as evidenced by faculty support. Other chairmen responded that authority was gained through trust with the chief academic officer. The authority to recommend only was stated frequently.

Chief academic officers stated that division chairmen had authority in their divisions and could exercise it.

Chief executive officers responded division chairmen had authority, while one stated chairmen had responsibility but no authority.

Item #2D - What should your role be in planning?

Division chairmen stated they were all satisfied with their role in planning with two exceptions. One chairman stated he needed less of a role in planning while the other stated he needed more input into the real planning process in the college.

Item #2E - How much direction are you willing to accept from upper level administrators?

Division chairmen were mixed in their responses, generally stating they would accept directives with certain restrictions. The restrictions were if not on a daily basis, would alter if they did not understand, would alter if they did not agree, and would agree if they had input to the chief academic officer prior to the issuance of the directive. Division chairmen stated direction is a two-way street. Chairmen were generally inclined to accept directives but would use their own judgment in editorializing.

Staffing Function

The staffing function was defined for the respondents as the process by which professional personnel are employed, assigned classes, evaluated and related with to facilitate instructional process. The section was divided into two parts, one dealing with specific items and the other with general items.

Specific Data

Item #1 - Is staff development a division or college responsibility?

Division chairmen were in agreement that responsibility should be shared. They stated the division played an important role in the process and should be involved in the planning. The sharing of ideas was necessary to bring division staff into contact with the total college.

Chief academic and executive officers stated the responsibility was the responsibility of the college.

Item #2 - What latitude do you have in determining your personal schedule?

Division chairmen in all cells indicated they had complete latitude as long as they met their responsibilities.

Chief officers concurred with the response.

Item #3 - Do you have regular meetings with your faculty?

Division chairmen stated varied approaches to meeting with faculty with none of the chairmen conducting meetings on a regular basis. Some chairmen stated the informal daily contracts with faculty were sufficient. Division chairmen who were full-time administrators met only with coordinators.

Chief academic and executive officers agreed with division chairmen responses.

Item #4 - Do you have a secretary? Full-time, part-time?

In all cells, division chairmen had some secretarial assistance, except cell four. The larger colleges and divisions had full-time secretaries.

Items #5 and #6 - These two items were omitted from the instrument due to time constraints and similar responses in other items.

Item #7 - Are you evaluated by upper level administrators?

Division chairmen in larger colleges were evaluated on a formal basis with written statements. One chairman was evaluated by faculty and students. In the smaller colleges, division chairmen were not formally evaluated by upper level administrators, except in one college where faculty and administrators evaluated the chairmen on an informal basis.

General Role

Item #1 - What is your role in the employment of division faculty members?

Division chairmen screen and join with other administrators and faculty in committee format for the interview process. Division chairmen played a dominant role in the recommending of a candidate or candidates for employment. Chairmen stated they expected their selections to be approved by chief officers.

The chief academic officer was involved from an interview status with the candidate to accepting the recommendation of division chairmen.

The chief executive officer in larger colleges was involved only in accepting the recommendation and stating it to the Board of Trustees. One chief officer did interview all final candidates as he stated the process was the most important function of the college.

Item #1A and 3 - How are you involved in the faculty tenure and evaluation process?

Division chairmen were responsible for and evaluated in written form all nontenured faculty. Not all colleges conducted an evaluation for tenured faculty. Tenured faculty members were evaluated for purposes of improvement of instruction. Some division chairmen received evaluations of faculty from coordinators. In one college division chairmen evaluated nontenured faculty and were required to appear before an administrative council to make their recommendations.

Chief academic officers stated they had only the role of accepting evaluation recommendations.

The chief executive officers stated they were not involved in the process, except in recommending the faculty to the Board. In one college, the chief officer reviewed all faculty evaluations.

Items #2, 2A, 2B, 2C, 2D, 2E - What is your role in development of the master class schedule, class size determinations, canceling classes and assigning faculty teaching loads?

The nature of the items led to discussion of this issue as a total function of division chairmen. The responses are presented in this manner.

All division chairmen have the responsibility to build the master schedule, assign teaching loads, and have a great deal of input on setting class sizes and canceling and adding classes, except in one college.

The role of the chief academic officer is to approve all schedules and assume the burden to keep class sizes high and provide sufficient classes to meet student needs.

The chief executive officer plays an advisory role with the chief academic officer.

Budgetary Function

Budgeting for purposes of this study was defined as the process by which the financial resources of the college are expanded and the involvement of various personnel in determining and recommending the equitable distribution of the resources on an annual basis. This section was divided into two parts for specific item responses and general item responses.

Specific Data

Item #1 - What is the budgeting process of the college? The response to this item is included in item #1 in the general section below.

Item #2 - Does the college have a balanced budget?

Division chairmen were aware of the status of the college wide budget. Generally, where the chief academic officer was knowledgeable about the budget, chairmen were also aware of budget matters. The reverse was also true.

Chief academic and executive officers were aware of the budget status.

Item #3 - What are the principal sources of revenue of the district?

All division chairmen were aware of the principal sources of the budget but none were aware of the related percentages. The most common response was a one-third split between the three principal sources.

Chief academic and executive officers were aware of the principal sources but only two were aware of the percentages.

Item #4 - Do you receive a monthly line item budget review for your division?

All respondents indicated division chairmen did receive a computer print-out of their budget expenditures monthly.

In one college, division chairmen did not receive a budget print-out. They were verbally informed by the business manager if they asked.

Item #5 - What percentages of the college budgeted expenditures are devoted to personnel salaries?

Division chairmen in larger colleges were within five to seven percent of the correct response. In smaller colleges the response varied from within two percent to chairmen with no idea of the percentage.

Chief academic officers generally were aware of the percentage figure.

Chief executive officers were aware of the correct percentage except in one college.

Item #6 - Do you have a personal travel budget?

All division chairmen in all cells responded they had a travel budget which was a part of their division funds and the same amount as other faculty received for travel.

General Role

Item #1 - What is your role in determining the college wide budget?

Division chairmen responded they had no involvement and very little knowledge of college-wide budgeting practices.

In one college, division chairmen met informally to discuss budgets but their discussions had no visible effects on the college budget.

Chief academic officers were aware of the budgeting procedures but had little involvement in the college-wide process. Chief academic officers stated their role was working with division chairmen to allocate budget monies among the various divisions.

Chief executive officers played the dominant role in determining college-wide budget practices.

Item #1A - How many times in the last twelve months have you participated in meetings with upper level administrators for budget purposes?

Division chairmen met very infrequently, if at all, with upper level administrators for budget purposes. They met regularly with chief academic officers who had minimum knowledge of the college-wide budget.

Item #2, #2A, #2B - What role do you play in determining division budgets? How are faculty involved?

Comparatively, division chairmen had an identifiable role in developing their division's budget needs. They work with department coordinators, lead teachers and faculty members to identify needs. The chairman has discretionary power to alter department requests in order to develop a division budget. Priorities must be developed to effectively budget on a division-wide budget. Responsibility and authority for this process rest with division chairmen.

The chief academic officer receives all division requests and must develop program

priorities to develop his instructional budget. The chief academic officer was subject to budget decision making by the chief executive and business officers. The chief academic officer had limited input in the college-wide picture. Very often he knows little of other priorities.

The chief executive officer played a major role in budget finalization. Division chairmen had responsibility and authority to manage their division's expenditures.

In addition to the formalized questions on the interview guide several interviewees were queried on the effectiveness of division chairmen who teach part-time and function as a part-time administrator. The question was asked to determine the philosophical response of the interviewees as well as data for a matter debated in administrative circles. The question dealt with the dichotomous position division chairmen experience in wearing two hats in their unique position. The responses of division chairmen were varied, with the majority of chairmen indicating that it was more beneficial to teach if the role of communicating with faculty was to be fulfilled. Division chairmen stated concern for the teaching process and the constraints of time in meeting a class at specified times and dates must be experienced or they lose contact and empathy for the process. Some stated that if chairmen were promoted from the ranks, they need not continue to teach as the concern for the teaching process remains. Several chairmen stated that they did not wish to become a full-time administrator as their first love was teaching. The proponents of full-time administrative positions indicated chairmen cannot

deal effectively with two masters and cannot respond to problems in a unified manner.

One division chairman indicated he viewed himself as a full-time administrator and does not have to teach to work closely with the faculty; however, if the faculty struck, he would feel the obligation to strike, also. Another stated that chairmen should teach most of the time and have a few chairmen duties in curriculum development. They responded that a paraprofessional could be employed to do the clerical duties of division chairmen.

The findings of the mailed requests and the oral interviews have been presented in Chapter III. In Chapter IV, an attempt is made to analyze and compare and contrast the findings.

CHAPTER IV

COMPARATIVE ANALYSIS AND IMPLICATIONS OF DATA

This chapter presents an analysis of the administrative decision-making role of division chairmen based upon data gathered from three different sources: (1) the formal organizational structures of the colleges representing the lines of authority for administrative decision-making as depicted in the organizational charts; (2) position responsibility statements contained in the formally developed policies of the board of trustees, administrative regulations, or negotiated contracts; and (3) oral interviews with division chairmen, chief academic officers and chief executive officers of eight community colleges in the State of Illinois.

Four major questions served as focal points for this study. This chapter analyzes the data gathered and presents them in sections organized around the four questions which follow:

1. What administrative decision-making responsibilities are extant for division chairmen within the formal organizational structure?
2. What administrative decisions are being made by division chairmen within the areas of planning, staffing, and budgeting?
3. Within the role of division chairmen relative to planning, staffing, and budgeting, how do the factors of

authority, power, acceptance levels, and performance provide a basis for administrative decision-making?

4. Within the responsibility areas of planning, staffing and budgeting, what factors are currently operating which have implications in the developing formal role of division chairmen in the area of administrative decision-making?

DECISION-MAKING RESPONSIBILITIES

This section includes a summary and analysis of the data collected to answer the first major question of the study, "What administrative decision-making responsibilities are extant for division chairmen within the formal organizational structure?"

Decision-making lines of authority were displayed in organizational chart form from the thirty-four colleges responding. Position descriptions were gathered from thirty-two colleges to assess the administrative decision-making responsibilities of division chairmen.

At the time of the study formal organizational structures of community colleges in Illinois were well defined and adhered to line authority relationships to a greater extent than other institutions of higher education, as research has shown by Richardson.⁹⁷ The community colleges of Illinois have been in existence as Class I colleges since 1965; thus

⁹⁷ Richardson, Governance for the Two Year College, p. 40.

boards and administrators were compelled to develop very formal lines of authority to cope with the rapid growth patterns of the colleges. The effect of growth, especially rapid growth, provided administrative problems in dealing with the control of the organization. For example, a community college, initiating programs to develop a full complement of offerings when the college was not in existence a year or so before, was forced to establish an administrative structure that could function effectively. There was not always the time necessary to gain wide input from other persons in the organization. Division chairmen were appointed by chief executive officers of the colleges for their administrative skills and commitment to the mission of the colleges. Literature cited earlier in this study supported this condition as community college administrators, including division chairmen, were appointed by boards and chief executive officers to foster line control and program development. Data were supportive of this condition of administrative appointment, particularly in larger colleges.

In some colleges division chairmen were recommended by the faculty, but the chief executive officer had the final decision. It would appear that faculties may object to the administrative process of appointing chairmen, as chairmen most closely determine their day-to-day working conditions. However, these conditions of administrative control in the colleges provided division chairmen and chief officers decision-making opportunities with minimal interference in line

authority relationships. The term "community" used to describe the colleges was fostered by the addition of the adjective "comprehensive" which led to the development of a broader range of programs and services as seen by such men as Alexis Lange.⁹⁸ It appears that an institution operating with wide latitude in program and service development must control as many variables as possible, especially the administrative decision-making process, which accounts for the strict lines of decision-making evident in the formal organizational charts. Four-year colleges were more highly structured at the departmental level for decision-making in academic areas, as stated by Hill in the literature.⁹⁹

Line authority in a formal organization provides the conduit for decision-making to occur in the administrative chain of command. Responsibility can be given on paper, for instance in position descriptions, in a more liberal manner if the formal decision-making structure was set to monitor and control the process. With regard to division chairmen, therefore, position descriptions can be used to provide more definitive descriptions of the chairmen's roles. Position descriptions can also provide more latitude for decision-making than was apparent in the formal organizational charts. For instance, formal organizational charts might demand that division chairmen confine their decision-making relations to chief academic officers whereas position descriptions might allow,

⁹⁸Gallager, p. 4.

⁹⁹Hill, p. 121.

and sometimes demand, decision-making interactions with chief financial officers, especially in regard to budget concerns.

The data indicated that division chairmen in the community colleges of Illinois were either in third or fourth level administrative decision-making roles. Larger colleges had division chairmen at fourth level positions due to the complexity of the administrative structure. Division chairmen in smaller colleges were more often in third level administrative positions.

The findings in the current study are somewhat different than researched by Blocker,¹⁰⁰ which indicated that most writers believed community college division chairmen should be fourth level administrators. Data indicated that division chairmen who operate at the fourth administrative level are restricted in their interaction with top level administrators at the first and second administrative levels who have college-wide responsibilities. In some cases, this restriction of interaction with top level administrators has the effect of allowing division chairmen more autonomy in making decisions. One drawback for division chairmen was that they were farther removed from those top level administrators who make college-wide decisions that directly affect the particular division. The literature indicated that an individual's administrative level in the organization was directly related to the degree of autonomy he exercises in decision-making.¹⁰¹ Therefore, the current research findings and the literature agree.

¹⁰⁰Blocker, p. 180.

¹⁰¹Griffiths, p. 148.

In some of the colleges, division chairmen positions were not in the first level above the faculty. In colleges where chairmen were in full-time administrative positions other quasi-administrative positions existed between the chairmen and the faculty. For instance, several colleges had fifth level positions called program coordinators or lead teachers, which provided limited administrative duties and input for division chairmen. The responsibilities were less administrative in these fifth level positions and appeared to provide organizing and reporting functions for the divisions.

It would appear that the dual nature of the division chairmen's roles with responsibilities both for administering and teaching were necessary in line organizational charts. For instance, division chairmen stated faculty interact and work more effectively when chairmen teach. Whether teaching has validity in the relationship or not, faculty members believe chairmen are more empathetic to their problems when they are teaching. Therefore, when division chairmen are faculty in the role of program coordinators for example, they are given responsibilities for administrative and teaching duties at the program level. The effect of fifth level positions further separates division chairmen from faculty members in their division. In addition, faculty so far removed from top level administrators may tend to turn to stronger collective bargaining units to gain a voice in the administration of the organization. On the other hand, division chairmen separated from their faculties by a fifth level position, and as full-time

administrators, may tend to organize collectively with their peers for bargaining purposes.

Administrative titles, as stated in the organizational charts, were most commonly referred to at the division level as division chairmen. Numerous other titles were used, such as department chairmen, division administrators, associate deans, coordinators, deans of clusters and division managers. The significance of the title was lessened when the responsibilities were compared for role function and administrative decision-making. The responsibilities embodied in the various titles were similar. In larger colleges, however, chairmen seemed to possess more autonomy than in the smaller colleges. Autonomy, however, may have been present due to several other circumstances not directly related to the administrative responsibilities. In larger colleges, division chairmen were more often full-time administrators and as such gained more autonomy from the position. In small colleges, the attempt to label division chairmen "administrators" by giving them another title may not have had the desired effect. The effect may be harmful to the relationships of division chairmen and their faculties in the small colleges. In some colleges, the title was used not for job role, but to give an administrative connotation to the position. Therefore, it seemed apparent that the division chairmen's roles were becoming more administrative and the job responsibilities were more definitive. As administrators within the organization, division chairmen were more closely identified with management than with faculty.

This closer identification with administration may result in less effective relationships with faculty, which will, in the long run, demand that the fifth level of administration mentioned previously become almost commonplace.

The POSDCORB functions describe the general responsibilities of administrators in carrying out their normal short and long range duties in decision-making. It would appear that to the degree responsibilities of an administrative position fall across all POSDCORB functions, the intensity of and the potential for decision-making would be enhanced. For instance, the commitment of colleges to developing comprehensive positions statements of responsibilities for division chairmen in all POSDCORB functions would probably enhance the role of division chairmen. It may provide the incentive for division chairmen to perform in all administrative functions more effectively. At the least, the basis for administrative decision-making would be in written form, which may prompt division chairmen to function accordingly. The data indicated that only four of the colleges surveyed had responsibility statements in all functions. Therefore, the remainder of the sample gave less than full attention to the enhancement of the decision-making opportunities for division chairmen. However, it should not be assumed that division chairmen would be limited in their decision-making only to written responsibilities. They may assume other responsibilities or functions on an informal basis to accomplish their objectives. The lack of responsibility may indicate that colleges do not feel all responsibil-

ities must be written. It would appear that in the formal organizational line structure of community colleges that responsibilities not stated could lead to role confusion on the part of division chairmen. In addition, some division chairmen would not assume responsibilities not stated on their position descriptions. Literature to support or reject the previous statements was not apparent, but it would appear a more comprehensive position description would facilitate administrative decision-making by division chairmen.

Responsibilities in the POSDCORB functions were varied in their potential for administrative decision-making. To some extent, decision-making authority varied according to the function. An analysis of the planning function, for instance, revealed that colleges devoted little attention to planning in terms of the stated responsibilities. With only ten colleges having statements pertaining to planning on their position descriptions, the function seemed to be accorded little importance. The lack of planning responsibilities could be attributed to several factors which may or may not affect the role of division chairmen. For instance, the colleges may have assumed that planning was a college-wide function and only data were required from division chairmen to allow upper level administrators to develop college-wide planning documents. Planning at the division level may be an assumed responsibility of division chairmen rather than in written form. The assumption of planning responsibilities for division chairmen agreed with statements by chief

executive officers who believed an important part of the chairmen's role was in planning functions. Regardless of the statements of planning responsibilities contained or not contained on position descriptions, the function was not accorded a high priority by the colleges. Division chairmen were not concerned with planning and were not encouraged by upper level administrators to do so. Decision-making opportunities in the planning function appear to be minimal and the function can always be put off by division chairmen from day to day. Literature cited earlier in this study concurred that planning was not conducive to decision-making. Division chairmen are presumed to be engulfed with the magnitude of the day-to-day operations of the division and are not encouraged by statements on their job descriptions to devote time to planning for the division.

Functions such as directing, coordinating and reporting are, by their nature, more functional duties and provide little opportunity for division chairmen to build a decision-making base. Interactions with people, as these functions indicate, require a different kind of skill than stringent decision-making. The responsibilities as stated, however, comprise a large part of division chairmen's time and energies and must be given priority in their daily routine. Division chairmen reacted in various ways to the three functions. Those chairmen who displayed a need to be visibly productive would probably feel comfortable with the functions of directing, coordinating and reporting and spend a considerable amount of

time and energy busying themselves with work. They would also appear to always be too busy to accomplish other general functions such as curriculum development. Other chairmen would devote more time to general objectives of their division such as curriculum development and neglect the directing, coordinating and reporting functions. These stated three functions, if not given attention by chairmen, may cause faculty concern as inattention complicates the day-to-day operations. Division chairmen may be evaluated on their effectiveness in these functions by upper level administrators as they are most visible to persons in the college.

Organizing responsibilities were critical to all division chairmen in establishing a meaningful relationship with the faculty. The statements were specific in nature, but difficult to define and carry out. Such statements as "must be accessible," "promote personal welfare of faculty," "is tactful and poised," "provide leadership" and "handle divisional matters with integrity" were typical of the responsibilities listed for division chairmen. The statements were necessary, but indicated responsibilities for division chairmen that were difficult to categorize into decision-making roles.

Division chairmen were faced with responsibilities that may appear to be unimportant but contribute to the effectiveness of their roles in ways not easily discernible. The organizing function, for example, may enable chairmen to be effective in their other functions, or the lack of organizing skills may contribute to their being less than effective.

Faculty members may assume additional responsibilities in their role if chairmen do not take the leadership position.

A significant aspect of organizing was curriculum development and community interaction. Division chairmen appear to be responsible for the functions but lack any authority to put meaningful plans into action. Curriculum development, for instance, may involve additional energies from division chairmen in working with faculty members. The results of their efforts may be rejected by upper level administrators, especially if additional funds were required. Division chairmen, therefore, may direct their energies to other functions that appear to be more productive. The same problems appear to arise with community interaction functions. The apparent conditions may, in effect, negate much productive time spent by division chairmen in functions vitally needed by the colleges. Upper level administrators would need to provide encouragement and incentive for chairmen to devote time to the functions. Upper level administrators should not assume that the organizing function will be carried out by division chairmen as it demands a great deal of dedication to their position, but little role reward. Data would suggest, however, that division chairmen perform their organizing responsibilities in a perfunctory manner as supported in the literature stated earlier in the study.

Statements of responsibilities for the staffing function were specific and clearly indicated that the responsibility was to be fulfilled. Action words such as evaluate, recommend, interview, and assign do not on the surface seem to provide

division chairmen with much authority for decision-making. However, the responsibilities stated pertain to employment of faculty, determination of division class schedules and evaluation of staff. These responsibilities have enormous potential for significant impact upon the division and the college. For example, division chairmen were responsible to schedule faculty members for all classes and assignments. Chairmen may develop schedules based on faculty needs or college needs. Scheduling for faculty needs would provide each faculty member with a full schedule of courses. Scheduling for college needs would require division chairmen to maintain certain class averages, regardless of the availability of faculty members. Upper level administrators are not able to discern all the scheduling practices of division chairmen due mainly to the magnitude of the effort. Division chairmen have the alternatives in class scheduling to affect the economic condition of the colleges, with faculty salaries averaging from 70% to 75% of all budgeted expenditures of the colleges.

The potential for college-wide decision-making, involvement and interaction was most apparent in the statements of responsibilities for division chairmen in the staffing function. The very nature of the role thrusts chairmen into situations where decisions must be made and those decisions are visible on a college-wide basis.

Budgeting responsibilities were an important function in decision-making by division chairmen. Attesting to this observation was the inclusion of budget responsibilities on all

division chairmen position descriptions, except for one college. The college employed the division chairmen, but negotiated their responsibilities with a faculty union. Division chairmen were a part of the faculty bargaining unit. The administrative duties for chairmen in the bargaining unit were limited with most placed with other upper level administrators. All other colleges placed the responsibility for budgeting at the divisional level with their chairmen. The authority to build budgets and determine various department allocations provided division chairmen with perhaps their most lucrative field to develop as an effective decision-maker. The budgets are detailed enough that upper level administrators must allow the chairmen latitude in their development, thus, their opportunity for power and authority.

Responsibilities, as submitted by all colleges, described effectively the role of division chairmen. They tended to be similar statements described in terms that prescribe or encourage some kind of a response or function from division chairmen. Data indicated the size of the college had some influence, but not a significant amount in the written position statements of responsibilities. The unknown quantity in a list of responsibilities was the latitude of authority that chairmen had in carrying out the role of the position. Statements on the position descriptions such as this is an administrative position, or chairmen are given authority to carry out these responsibilities are somewhat misleading. Chairmen were administrators based upon other factors in their position and did not have administrative decision-making authority

because upper level administrators included the statements on the position descriptions. Research has indicated that division chairmen possess little authority, have an ambiguous role, are seen as faculty members, and perform a role that varies with the size of the college.¹⁰² From an inspection and analysis of the written responsibilities only, these contentions would have merit.

Decision-Making: Planning, Staffing and Budgeting

This section includes a summary and analysis of the data collected to answer the second major question of the study, "What administrative decisions are being made by division chairmen within the areas of planning, staffing, and budgeting?"

Data from the position descriptions for the planning function indicated that division chairmen in the colleges with planning statements were responsible for planning in their divisions. Responsibilities beyond the division level were not apparent as chairmen were directed to work with faculty to develop divisional plans. However, data revealed that only ten of the thirty-two colleges had statements of responsibility for planning on the position descriptions.

Planning in the community colleges was a most popular discussion issue for all administrators and staff, but little understood or valued in practice. Division chairmen indicated that planning was an important function of the college, but they were not aware of many of the planning documents such as RAMP, developed by the college. The thrust of the planning

¹⁰²Turner.

documents was not known by division chairmen, as they had little involvement in their development. The lack of involvement in the planning process indicates that upper level administrators do not seek division chairmen input into the process or perhaps they do not value the planning documents in the operation of the colleges. Data indicated that some of both attitudes prevailed as chief executive officers stated that the college required planning documents were completed but not used by the colleges. Division chairmen, therefore, would not be involved in the process.

Division chairmen discussed planning in many forms. Some saw planning as a very limited function, for example, that of researching the purchase of a new textbook for the next year. Some division chairmen were convinced that activities such as reviewing textbooks with faculty members in their divisions was an example of planning. Other chairmen indicated that planning divisional budgets each year was an important part of the planning function. Planning in other instances for division chairmen was setting up division staff meetings for the next year. It was apparent that some division chairmen did not understand the planning function for their division or on a college-wide basis. Planning was a short-range look at the needs of the division for a period of a few months or a year at most. Planning for shorter periods of time would be palatable to more administrators, especially division chairmen, as the opportunities for error would be considerably diminished. It would appear that the more factors known to division chairmen the more secure a job of planning could

be accomplished. With the apparent insecurity of the division chairmen's role, short range planning would appear to be more acceptable.

The decision-making potential in the planning function was not apparent due to the absence of immediate feedback for plans developed by division chairmen. Division chairmen, as other administrators and staff, function well when immediate and positive feedback are provided by others. The nature of planning would not provide division chairmen with feedback that could be readily assimilated in their decision-making. The hesitation to change may be an important factor in limiting long range planning by division chairmen. In addition, the annual reality of budget constraints may diminish the chairmen's enthusiasm for multi-year planning. If, for example, division chairmen engaged in planning with their faculty and developed a two-year plan to develop a new program and it was rejected due to budget or other constraints, several problems would surface. Faculty members may place the blame on division chairmen or feel they wasted their time in developing the program. Division chairmen, on the other hand, would probably react from frustration with upper level administrators and hostility with faculty members. However, some chairmen viewed planning through the development of new curricula or involvement with the community through reaching outside the confines of the college to offer division courses. These chairmen tended to be risk-takers in their roles and appeared to be very aggressive in divisional and college-wide matters. It would appear they recognized the benefits of public exposure

in building more responsibility and authority into their positions. The more independence and autonomy division chairmen possessed, the more they saw the value of broadbased, long-and short-ranged planning. Generally, division chairmen in the larger colleges possessed more authority and autonomy, but in most cases, chairmen who sought responsibilities were more attuned to planning.

In general, division chairmen were not required by upper level administrators to prepare written planning documents for their divisions. There was, therefore, little incentive for division chairmen to engage in planning. Decision-making by division chairmen was dependent on the amount of administrative time devoted to the position. Division chairmen in larger colleges, where the position tended to be full-time administration, were involved in planning more than their counterparts in the smaller colleges. In addition, chairmen in full-time positions were less concerned with faculty desires and reflected the values of other administrators rather than faculty values in their planning.

The apparent confusion in planning by division chairmen was evidenced by the espoused ideas of chairmen and upper level administrators. Chief executive officers, on the one hand, indicated that division chairmen were the planning leaders and decision-makers of their division, but on the other hand, admitted that the college planning documents were written by other upper level administrators. Chairmen were not motivated to plan as they had little or no involve-

ment in the process. In addition, chairmen were not aware of the contents of the college-wide planning document, indicating that their impact on college-wide planning was minimal. Although division chairmen in the smaller colleges occasionally wrote sections of the college-wide planning document, their awareness of the overall mission of the college was insignificant. The obvious lack of planning documents indicated planning without direction was ineffective and offered no leadership capability or decision-making potential for division chairmen. It would appear that the chief executive and academic officers should meet with division chairmen to bolster their position and provide for informative sessions on the future plans of the college. However, all division chairmen indicated that they were pleased with their present role in planning, probably due to time-consuming nature of planning. The effect of satisfaction in the planning function may have been due to a reluctance of chairmen to seek added responsibilities.

The planning function provided little incentive for division chairmen to develop detailed plans as they do not control the approval or funding for new programs or courses. One chairman stated that if he were to test his authority on an issue, it would not be in the planning area. This may account for the function not providing decision-making responsibilities for the chairmen or cause their performance to be noticed by upper level administrators. Research supports the study data as chairmen spend most of their time on personnel, staffing and budgeting matters.

The staffing function responsibilities offered division chairmen an opportunity for decision-making and a model for understanding the decision-making process. Data from the position descriptions for the staffing function indicated that division chairmen were responsible for recruitment, interviewing and recommending full and part-time staff members. In addition, they were responsible for assigning teaching loads and preparing division master schedules. Evaluation of staff members was an often stated responsibility on the position descriptions in thirty of thirty-two colleges. Responsibilities stated in these terms would give division chairmen the incentive to not only engage in decision-making, but also devote more administrative time to the functions.

Staffing mainly involves the employment of faculty, evaluating faculty, determining division class schedules and assigning faculty teaching loads. The employment of faculty was generally the responsibility of division chairmen. They notified the personnel office of the need, screened applicants, interviewed candidates and recommended their choice or choices to the chief academic officer.

Other persons such as faculty members, coordinators and lead teachers were involved in the teacher selection process but chairmen in most cases made the final recommendation. Formal approval was given by chief academic officers and ultimately chief executive officers of the college, but in all but rare circumstances, the recommendations of chairmen were accepted.

Division chairmen appeared to be aware of the significance

of recommending the employment of faculty members, but did not appear to associate the apparent authority for decision-making with the role. The responsibility to employ provides division chairmen with opportunities to greatly affect the operation of and the educational quality of the college. Faculty members also would recognize this responsibility and associate authority with the chairmen's role. For the responsibility of employing faculty, the division chairmen's role would be viewed by faculty as highly administrative. Division chairmen can greatly enhance their relationship with faculty members by involving them in the early stages of the process. If handled properly division chairmen would have the additional support of the faculty in making their recommendations, thus increasing their power and authority. Division chairmen need to expect that their recommendations would be accepted by upper level administrators. Without this expectation, division chairmen would not be able to exercise decision-making authority.

Division chairmen in larger colleges were more autonomous in the employment process. The size of the college, the division and the faculty appeared to have an effect on the division chairmen's role in several areas. Upper level administrators were unable to interact closely with all staff members and probably were not as concerned with individual recommendations. In addition, the autonomy of division chairmen supported their recommendations being approved as a matter of fact. The personnel officer's role in assisting in the process probably

provided validity to the recommendation and was a confirming factor for the chief executive officer. However, division chairmen in smaller colleges were subject to the reverse procedures as stated above, and for those reasons were not as effective in the process of employing faculty members. For instance, in several of the smaller colleges, the chief executive officer interviewed at least three candidates for each position and recommended his choice to the Board of Trustees.

The role of the division chairmen in the evaluation of faculty for tenure, retention and promotion was evident in all interviews. Division chairmen evaluated all faculty for tenure purposes. The subjective nature of evaluations focuses attention on division chairmen for decision-making purposes. Faculty are cognizant of the power invested in persons responsible for determining their annual employment potential. Division chairmen can use this responsibility to improve the educational process of their division or attempt to elicit good relationships with faculty members. In either situation, division chairmen can exercise considerable decision-making authority for their positions in evaluations of faculty. Tie this to assigning of teaching loads and chairmen were in a strong position to exercise a great deal of decision-making authority.

The building of division class schedules was compiled and recommended to the chief academic officer, who in turn builds the college master class schedule. Chairmen have

significant latitude for decision-making in scheduling and can increase or decrease class size by their actions. Chief academic officers normally approved the schedules, but realistically they cannot review every course offering closely. The decision-making responsibility rests mainly with chairmen, despite the close scrutiny by the chief academic officer. Responsibilities and the resultant decision-making opportunities were evident in the staffing function. Literature cited earlier in this study indicated that chairmen have more influence in personnel matters than in curriculum matters for decision-making. Staffing was the function that provided division chairmen with maximum opportunities to exert authority and power in their decision-making roles. Chairmen overtly and covertly exhibited more influence on the overall college condition in staffing than any other function. Division chairmen respond to the role, often without full realization of their power either derived from other administrators or faculty. It may be ironic that exerting extensive decision-making authority in the staffing function too consistently may draw undue attention from upper level administrators and lead to less authority. For example, if upper level administrators become aware that division chairmen are scheduling smaller classes than formally recognized by them, their responsibility may be assumed by the upper level administrator.

Budgeting was the process that received more internal attention during the college year than most other functions. The authority to allocate, expend or approve expenditures

for others was highly protected by most chairmen. Division chairmen were involved in the process and gained decision-making authority in the exercising of their responsibilities. Data from the position descriptions for the budgeting function indicated that division chairmen were responsible for budgeting in their division. In addition, after the budget was approved, chairmen had responsibility for line item expenditures. No responsibility statements were noted for budget development beyond the divisional level in thirty-one of the thirty-two colleges responding with responsibility statements on position descriptions. The budgeting function has the effect of placing division chairmen in a role of receiving requests from faculty and having the authority to approve or reject the requests. Division chairmen, therefore, may exercise this authority according to their needs or the needs of the division. Colleges also place a high priority on the budgeting function for division chairmen, which lends further validity to the administrative decision-making role of chairmen.

Decision-making in the budget area was tied to division level budgeting. Chairmen had very little involvement in college-wide budgeting decisions or in the allocation of monies among the various divisions of the college. Chief administrative officers met with division chairmen on a monthly basis in smaller colleges and annually or semi-annually in large colleges. The meetings were partially devoted to budget matters but were informative on college-wide issues,

and did not pinpoint the actual financial conditions of the college. Division chairmen appear to be unconcerned with their lack of understanding and input into college-wide budgeting procedures. The occasional meetings of the administrative group could be used to more advantage for chairmen. Division chairmen were not aware of the sources of revenue and expenditure levels for the college. The more involved the chief academic officer was in the college-wide budgeting process, the more informed division chairmen seemed to be. The absence of knowledge further strengthened the lack of interest and involvement by division chairmen in college-wide budgeting practices. In addition, division chairmen were not aware of other divisional budgets or what priorities were used to budget for other areas of the college. Probably, chief academic officers were not as concerned as they should have been in speaking for increased instructional monies. Division chairmen also were not aware whether the college was operating on a balanced fiscal budget or the percentage of the college budget devoted to personnel salaries. It was apparent that division chairmen were not cognizant of college-wide budgeting practices or percentage allocations among the major area of the colleges. Chief academic officers generally shared in this condition, thus contributing to the lack of knowledge. It would appear that the ability to determine whether divisions or areas of the college were receiving an acceptable share of the college's revenue dollar would be impossible without this information. Division chairmen may feel if they knew

the percentage allocations, their authority to affect them would be limited. However, division chairmen and chief academic officers as a group probably expend 80% of the budget. The mix of expenditures would appear to be as important as the total percentage. In some cases, chief executives and financial officers view the lack of knowledge by division chairmen and chief academic officers as their advantage in budgeting. While the responses to these items seem trite, the aggressiveness of chairmen was indicated. Decision-making can be fostered by knowledge of the system and how to work effectively within it.

Division chairmen were given the responsibility to develop divisional budgets, subject to approval by their superiors. Although the final budget amount was handed down through the chief academic officer, the monitoring and expending of the budget was the responsibility of chairmen. Evidence of decision-making was obvious where chairmen were free to overspend some line items as long as their total division budget was within the budgeted amounts. Division chairmen's responsibility for decision-making in budgeting was greater in larger colleges than in smaller colleges. Chairmen in larger colleges tended to be full-time administrators and were responsible to build divisional budgets without the close scrutiny of upper level administrators. Chairmen in smaller colleges tended to have budgets determined by chief academic officers rather than with their faculty. Division chairmen in larger colleges developed budgets with coordinators of

departments while the smaller colleges worked directly with faculty when appropriate. Division chairmen exercised decision-making skills in the budgeting process as they also were called upon to cut some department budgets in their division in favor of others. This responsibility could be used by chairmen to build power and authority in the position. Budgeting was clearly limited to the divisions. Although faculty members would appear to recognize the division chairmen's ability to affect their needs, salaries were determined outside divisional structures. However, the day-to-day needs of the faculty were controlled by division chairmen, thus contributing to their decision-making role. The effect of division chairmen relating to faculty in budget matters in various sizes of colleges was apparent. Division chairmen, in their role as budget decision-makers, may be viewed as administrators in larger colleges where direct contact was not maintained. The role appears to be intact in smaller colleges. The budgeting function provides the opportunity for chairmen to grow in their administrative decision-making roles.

Based upon the accumulated data, the administrative decision-making roles of division chairmen were most evident in the functions of staffing and budgeting. Planning provided an opportunity to foster personal strengths in chairmen, but was seldom attempted. Division chairmen in the larger colleges, where the position was more likely to be full-time administra-

tion, were provided with the most opportunities for decision-making and autonomy. Medium sized colleges tended to require division chairmen to teach from one-half time to one-quarter time and these chairmen tended to have somewhat less responsibility and authority. The smaller college division chairmen were generally required to teach from one-half to three-quarters time and they exhibited the least amount of responsibility for decision-making. However, the position responsibilities appeared to provide the opportunity for decision-making. Several research studies noted in Chapter Two supported these data. O'Grady noted that responsibilities like budgeting were more evident in larger colleges rather than in smaller colleges.

Division chairmen expect to be regarded as administrators by upper-level administrators and faculty in the larger colleges. Actions and responsibilities given are the test of success in this case. An administrative decree stating that division chairmen are administrators was not usually sufficient. Chairmen, however, will elect to remain faculty-oriented where they have the most security, especially if they are paid from and subject to faculty pay schedules, as stated in the literature in this study. Images partially determine the role of division chairmen. For instance, such administrative prerogatives as a flexible daily schedule, freedom to administer the division, have a secretary if only part-time, have a personal travel budget and be assured of upper-level administrative support on decisions made at the division level were very important

in promoting decision-making.

Authority

This section includes a summary and analysis of the data collected to answer the third major question of the study, "Within the role of the division chairman relative to planning, staffing, and budgeting, how do the factors of authority, power, acceptance levels, and performance provide a basis for administrative decision-making?"

Power and authority in the decision-making role was a most sought-after factor by division chairmen. The authority to make decisions was important to all division chairmen in their formal administrative roles. All colleges provided division chairmen with position description responsibilities for their performance criteria. Therefore, although responsibilities were stated in written form, division chairmen cannot assume authority for exercising the responsibilities would be present. Some division chairmen appear, however, to limit their performance to the responsibility statements; while others use them only as a guide. It would appear the latter option would lead to more authority to engage in administrative decision-making. Although the literature cited in this study supports both giving and assuming of authority, the apparent lack of authority in some division chairmen supports the assumption theory.

The factors of performance and acceptance levels were prerequisites to the gaining of authority in decision-making. Division chairmen were found to be unusually receptive to

directives from chief academic officers. Decisions or directives were accepted at face value by most chairmen and passed on to their faculties. Some editing transpired but division chairmen were generally in agreement with directives. The nature of division chairmen, lacking administrative training in decision-making skills, may have attributed to this practice. In addition, division chairmen may view their role as passing on all directives to the faculty. It would appear that a closer scrutiny of directives would enhance their role, as rejection or alteration suggests to faculty and others that authority and power were in evidence between division chairmen and chief academic officers. Performance in the position by individual chairmen seemed to play a very important role in the ascension to power and authority. Division chairmen who sought power and authority were more successful in obtaining it. It was apparent in many discussions that authority cannot be given to division chairmen. It may be, and was, assumed by many.

In general, upper level administrators attributed more authority to division chairmen than did chairmen themselves. Those chairmen who indicated satisfaction with their decision-making power and authority tended to be more oriented toward teaching and did not seek as much authority in their role. Several division chairmen indicated that their role in the position was purposely dependent upon the teaching function. The dependence of division chairmen on their teaching responsibilities as opposed to their administrative responsibilities

appeared to be a significant factor in determining authority, power and related decision-making interests. Division chairmen who cited close ties to the teaching functions did not appear to be as aggressive in decision-making opportunities. Perhaps the underlying desire not to be an administrator was the impetus for these attitudes. However, division chairmen who appeared to be administratively-oriented tended to seek power and authority in decision-making more often. It would appear if the division chairmen's roles were to become a full-time administrative position, some chairmen would return to the classroom. Research noted in Chapter Two indicated that division chairmen were able to command authority outside the formal structure by means of administrative initiative, personality or resourcefulness.

The planning function did not appear to provide a sound basis for authority in decision-making. The lack of responsibility statements in all colleges, coupled with the general lack of support of the planning function provided no basis for division chairmen to build a decision-making foundation. The potential for planning by energetic chairmen was more significant than most chairmen indicated. The impetus to affect planning for the division may provide significant growth for the division if pursued diligently due to the general lack of knowledge or enthusiasm for planning by other administrators.

The staffing and budgeting functions provided a significant base for decision-making. Division chairmen may assume

a great deal of authority in areas of each function, such as class schedule development and division budget determination. The lack of detailed knowledge usually provided an atmosphere whereby chairmen were able to control their division's destiny.

It was impossible for the chief academic or executive officers to decipher or monitor division chairmen's master schedule or division budgets. This discretionary latitude that division chairmen have permits the development of power and authority in their position and with others they work with.

Power and authority were an important basis for the development of significant decision-making by division chairmen. Skill in the performance of their responsibilities and relationships with people determine the latitude of their authority. Chief academic officers would allow chairmen more freedom if they seek such. Division chairmen would appear not to take advantage of potential authority in decision-making in many instances. For example, it would appear to be a difficult decision for chief academic officers to reject proposals from division chairmen if they were well thought out, well written and supported by other administrators and faculty. Chairmen would be, in addition, reinforced by the position itself. Much of the research on power and authority cited earlier in this study concluded that authority must be taken as much by chairmen as it can be given. The role of division chairmen in the community colleges was replete with significant opportunities for responsibility and opportunities to make

administrative decisions. The role should increase in authority in the future as divisions become larger.

Implications

This section includes a summary and analyses of the data collected to answer the fourth major question in the study, "Within the responsibility areas of planning, staffing and budgeting, what factors are currently operating which have implications in the developing formal role of division chairmen in the area of administrative decision-making?"

A number of observations were made in previous sections regarding titles assigned to administrative positions between college-wide administrators and teaching staff. Two of these observations were:

1. that titles were not descriptive of the job responsibilities and,
2. that attempts were being made to assign titles which gave the appearance of being more administrative than the titles of division chairmen or department chairmen.

The effects of the title changes on the role of division chairmen were positive when used in conjunction with full-time administrative positions at the division level. In large colleges the title changes usually reflected the additional responsibilities and the persons in the positions were usually viewed as administrators. In small colleges, the title change appeared to be in name only and the responsibilities of the position and the teaching requirements remained the same. Evidently, the title change was only an

attempt to have other staff members view the position as more administrative. It was questionable whether the title change had any direct effect on the role of division chairmen. The relationship with faculty members was not enhanced with either change. Where division chairmen were given title changes and full-time administrative responsibilities the faculty members appeared to separate their role from the chairmen's role and view them as other administrators in the organization. If, for example division chairmen were given a more administratively descriptive title but no basic change in responsibilities, faculty appeared to view them as before, recognizing no apparent changes were made. Upper-level administrators in both cases stated above gave more administrative consideration to division chairmen. The effect of this consideration would reinforce the administrative conduct of division chairmen. For those chairmen who accept additional administrative connotations, decision-making would appear to be enhanced. The decision-making process may become more formalized and necessitate additional staff to gain all the required input from faculty members. Division chairmen at this point would move closer to the thinking of upper level administrators and farther from faculty thinking. The role dilemma for those division chairmen who have the same responsibilities may be increased as relationships increase in one area and decrease in the other.

Previous data have shown that the organizational struc-

tures in community colleges were well defined and the line relationships well established. This has the effect of confining the flow of administrative decision-making through established lines from faculty to division chairmen to chief academic officers to chief executive officers. With an apparent increase of division chairmen positions becoming full-time administrative positions the effect on the formal decision-making structure may engender altered systems of approaching decision-making. For example, division chairmen may discover that administrative effectiveness depends upon the chairmen's ability to function more in the informal structure of the college to effect decision-making. In addition, division chairmen may interact with other administrative personnel to accomplish decision-making, which has the effect of not adhering to the formal line structure of decision-making. Faculty members also may seek administrative support from other administrative personnel as their chairmen appear to take the role as just another full-time administrator. Upper-level administrators will view division chairmen in more of a peer relationship and interact more frequently directly with the division chairmen. The effect may lessen the division chairmen's direct line relationship with their chief academic officer and as a result cause some conflict between the two positions. Division chairmen in the process will increase their potential for administrative decision-making, at times to the consternation of upper-level administrators.

The administrative level of division chairmen in the organizational structure was discussed in previous sections of this study. The number of positions at the third and fourth levels were about even indicating somewhat the size of the college and the placement of the division chairmen position. Division chairmen in larger colleges were most often in a fourth level administrative position. The level had the effect of providing them with more autonomy in their divisions and less interaction with upper-level administrators. In addition their interaction with faculty members was also lessened as they tended to work daily with coordinators or lead teachers at the department level. The position may tend to become isolated and place division chairmen in a more extensive middle-level management position than exists at the present. In smaller colleges division chairmen are more often in third-level positions, interacting directly with faculty and chief academic officers of the college. The effect of the position should offer more interaction with upper-level administrators, but in several situations the chief academic officers assumed more administrative control of the division, actually lessening the administrative decision-making role of division chairmen. The potential moving of the position of division chairman to full-time administrative status may create a more powerful position if another administrative level was not placed between division chairmen and chief academic officers. Faculty would, in most cases, react in similar ways to a full-time administrator, probably interacting more with department level coordina-

tors or lead teachers. Regardless of the level, division chairmen in full-time administrative positions may alter the traditional organizational structure charts and impose more administrative decision-making control at the division level.

As noted in the previous data, some community colleges (generally the larger colleges) were utilizing an administrative position between division chairmen and the faculty. This has the effect of creating an additional administrative level for decision-making and makes the division chairmen's role different than in other community colleges where division chairmen are serving as administrators as well as teaching part-time. On the one hand, insertion of this administrator between division chairmen and faculty presents some administrative advantages such as:

1. Faculty interact in smaller groups for program planning, probably at department levels.
2. Division chairmen have more administrative time as they are not responsible for the daily interaction with faculty.
3. Division chairmen can assume more administrative duties that were formally handled by upper-level administrators.
4. The identity of division chairmen as administrators would be clarified for upper-level administrators and faculty.
5. The department level administrator would handle all department matters and provide division chairmen with data such as budget requests.
6. The department level administrator would have a close interaction with faculty.
7. The identification of the role for collective bargaining purposes would be clarified as department-level administrators would prob-

ably be a part of the faculty group.

On the other hand, the insertion of an administrative position between division chairmen and faculty poses some problems such as:

1. Faculty members are more isolated from upper-level administrators.
2. Faculty members may tend to polarize more in their relationship as a group, especially in collective bargaining situations.
3. Upper-level administrators would relinquish some of their administrative decision-making authority.
4. Another layer of administrative control would complicate the line authority decision-making process and draw criticism from faculty and the general public.
5. Division chairmen may emerge as more powerful administrators and collectively influence the organization in ways that may upset both upper-level administrators and faculty.

Statements of division chairmen responsibilities on position descriptions were not complete in all POSDCORB functions. The effect of the lack of statements in all administrative functions may have advantages and disadvantages for division chairmen.

In addition, the validity of the POSDCORB functions may be questioned if they are inclusive of all areas of administrative decision-making. However, the advantages would be as follows.

1. Division chairmen, in the absence of statements could assume responsibility for areas not written.

2. Upper-level administrators would be able to assign division chairmen more responsibilities with an open-ended position description.
3. Decision-making would be increased for those chairmen who sought additional responsibilities.

The disadvantages would be as follows:

1. Division chairmen would not be aware of the total functions of their positions.
2. Community colleges would be subject to internal and external criticism for lack of complete position descriptions.
3. Faculty members may view division chairmen as having less administrative decision-making authority.
4. Upper-level administrators may select the kind of responsibilities for division chairmen which may in turn limit the chairmen's power and authority.
5. Some division chairmen may seek to perform only the stated responsibilities and neglect other areas.

In previous sections, data have identified the increased size of the division in community colleges. The literature has concurred that the division structure in the community colleges was increasing in size and complexity. Departments are being grouped together in larger divisions for increased administrative control and as an attempt by colleges to curb the increasing costs of administration. In addition the advent of collective bargaining has forced several community colleges to remove administrators from the dual role of division chairmen. The effect of larger divisions has been for colleges to employ full-time administrators to run the divisions. Cost savings were probably justified by citing the elimination of

numerous positions at the department level. On the other hand it appears that the old department chairmen's position has been altered to include fewer administrative responsibilities, but it still does exist in the decision-making structure. The combination of departments into large divisions probably only has the effect of physically placing the units under one administrator. It would not appear that the departments were integrated with each other. Upper-level administrators would tend to view the divisional structure as more efficient to administer. In addition more data could be generated from the various division and department level administrators.

As noted in the previous data, the effect of the size of community colleges on decision-making opportunities for division chairmen appeared to be a factor in their role. It was apparent in the data that the larger colleges tended to have full-time administrators in positions at the division level. The significance of the role as a full-time position appeared to have more decision-making opportunities. The position was viewed by other persons in the organization as administrative, which lends the validity needed for division chairmen to use authority in their decision making. Division chairmen in larger colleges have the administrative time necessary to perform in their role as well as assume the role of an administrator, which may vary from the role they would assume if part-time teaching was involved. On the other hand division chairmen in small colleges were more likely to be viewed as a part-time

administrator and a part-time teacher by both upper-level administrators and faculty.

The data reviewed earlier in this study indicated that division chairmen are more likely to have decision-making opportunities in certain POSDCORB functions than others. Division chairmen appeared to be most effective when they were able to function in all areas of POSDCORB. However, the areas of staffing and budgeting were found to be most effective for decision-making. The staffing and budgeting function data revealed division chairmen were faced with increasing responsibilities in these areas which were critical to the economic welfare of the community college. Certain responsibilities provided many opportunities for decision-making and these were most often found in staffing and budgeting. The effect of these functions would appear to allow division chairmen to do the following:

1. Assume more authority for responsibilities in the budgeting function.
2. Assume more authority for responsibilities in the staffing function.
3. Affect decision-making in their divisions to a greater extent.
4. Affect division to a degree beyond the division level as a result of their decision-making on key issues in the planning and budgeting functions.

Division chairmen would appear to be able to increase their decision-making authority through the effective use of opportunities and responsibilities in the staffing and budgeting functions.

The data cited earlier in this study indicated the effect of authority and power on administrative decision-making by division chairmen. Authority and power have the potential effect to alter the role of division chairmen. Authority and power can be assumed in many circumstances by division chairmen that could lead to significantly increased decision making. The advantages of increased authority and power would be:

1. Division chairmen would be stronger leaders in their divisions.
2. Faculty would view their association with division chairmen in a closer realm, as persons tend to want to be near power sources.
3. Upper level and administrators could depend upon division chairmen for more administrative decision making and data from the divisions.
4. Division chairmen would be identified with the administration in collective bargaining matters.

Some disadvantages of increased authority and power would be:

1. Division chairmen would become too effective in the organization.
2. Upper-level administrators would feel threatened.
3. Faculty would view division chairmen as administrators and not be able to relate to them.
4. The effectiveness of the community college could be diminished with an abundance of powerful administrators.

The data, as noted earlier in this study, indicated that division chairmen in the staffing function were responsible for employing part-time faculty members. It was apparent that

in the community colleges of Illinois the employment of part-time faculty was increasing rapidly, often at the expense of employing full-time faculty. Colleges, apparently in years of declining revenue, must find alternative measures to devoting permanent dollars to full-time salaries. This effect will enable division chairmen to staff their divisions with more and more part-time staff, and unless the responsibilities are altered, they will have complete responsibility for employment. This may lead to extensive authority for division chairmen in the community colleges. Upper-level administrators would appear to become much more involved in the employment process than they presently are. In effect, division chairmen can control the quality of the instructional programs through the faculty members they employ.

The advent of collective bargaining, as noted earlier in this study, would appear to affect the role of division chairmen in administrative decision making. It would appear that the determining factors in collective bargaining for division chairmen would depend upon the administrative decision-making role and the related authority to carry out those decisions. Collective bargaining would force division chairmen either to an administrative role or a faculty role. It appears that with division chairmen positions moving toward full-time responsibilities that their role in collective bargaining would be clear. Division chairmen in the dual roles would probably be placed with the faculty unless their authority for decision-

making was increased. The emerging fifth-level position would appear to be placed in a faculty role as the involvement was more in curriculum development and reporting functions than with administrative decision making. The fifth-level position may assist in the clarification of division chairmen's roles, as the administrative and teaching responsibilities would be separated in a manner that permits both to stand on their own merits.

A special note must be presented on the point of lack of formal administrative training of division chairmen interviewed, since the typical community college pattern was to promote division chairmen into administrative roles without prior administrative training. The results of this study do not take into account this factor.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The administrative decision-making role of division chairmen is changing as evidenced in the literature and research findings of this study, the acquisition of data from the colleges and the oral interviews conducted in selected community colleges in the state. In addition, the trends indicated by the research in this study, particularly the works of John Lombardi, are evident in the community colleges of Illinois. Division chairmen are at the focal point of change in the colleges, undergoing role definitions that are generally leading to increased decision-making opportunities. As divisions increase in number and size, the authority of division chairmen to affect decision-making is substantially increased. Data from this study led to a number of major conclusions. Those conclusions follow:

1. All community colleges maintained an organizational chart displaying the line functions for all administrative positions placing division chairmen in a third or fourth level position depending largely on the size of the college.

In larger colleges, the position of vice president for academic services was evident and usually had a dean level position reporting to that office. In smaller colleges, the

dean served the combined function. The community college organizational structure was more bureaucratic than collegial in function leading to a stronger administrative line relationship for decision-making. This was reinforced by the normal appointment of division chairmen to their position by the chief executive officer rather than selected in ways usually more peer oriented. The appointment by the chief executive officer was usually reflected in chairmen with stronger administrative potential than academic qualifications.

The organization of the community colleges has changed due to the rapid growth of enrollment in the first decade of service. The dedication to comprehensiveness in program structure and service has engendered a system that was responsive to the many and diverse needs of the citizens of Illinois. Division chairmen are constantly challenged to meet these changing needs in innovative ways. The opportunity to establish a comprehensive administrative structure has been limited due to the rapid growth of the system. Perhaps the moderating of enrollment growth in the community colleges may excite a renewed interest in reorganizing the basic administrative structure. This stabilizing effect may be the impetus causing the present changes in the role of division chairmen occurring in many colleges.

2. Statements of board policy of responsibilities for division chairmen were extant in the community colleges of Illinois. The statements were general in purpose and provided

a minimum of direction for each responsibility. Responsibilities were not listed by each college in all the functions of POSDCORB. The action words in the responsibility statements were the key to the administrative decision-making opportunities. Statements giving increased direction and responsibility were more evident in the planning, staffing and budgeting function.

3. Decision-making was evident in the role of division chairmen in the functions of planning, staffing, and budgeting. Decision-making was most effective in the chairmen's function of budgeting. When the expenditure of revenue was controlled by chairmen, their authority was enhanced within the organization. Decision-making in the function of staffing was not as evident to other officers of the organization. However, the impact of division chairmen's decisions on such matters as sections of courses offered and teaching assignments had major impact on the budget picture of the college. The function of planning exhibited the least decision-making potential due to three factors: (1) the non-involvement of division chairmen in college-wide planning, (2) the lack of emphasis on planning displayed by the chief executive and the academic officers, and (3) the lack of knowledge and interest in planning by division chairmen. The three functions provided a comprehensive series of criteria and data to discover the administrative decision-making role of division chairmen.

4. There was a relationship between the size of the college and the degree of area involvement in decision-making by division chairmen. The larger colleges devoted more administrative time to the role as well as increasing the size of the division. Division chairmen possessed more autonomy over their divisions and functioned more as full-time administrators. Smaller colleges are moving toward larger divisions and giving their chairmen more administrative responsibilities. Decision-making and authority are retained more by chief executive and academic officers in smaller colleges. Title changes are evident in larger colleges while smaller colleges are seeking more administrative identification among subordinates for their division chairmen.

5. The role dilemma that existed in the dual nature of the chairmen's responsibilities is moving toward a solution on the one hand and emerging in yet another form on the other, which has not received much attention or concern. With the increased administrative decision-making role of division chairmen and the creation of larger divisions, the basic program responsibilities of the role are being transferred to a similar position below the level of division chairmen. The traditional role of division chairmen's involvement with faculty members at the program level has decreased. Faculty members at the program level have been partially released from teaching responsibilities in order to devote time to administrative matters.

It appeared the relationship between faculty and administration in program development and faculty welfare was best served with a professional devoting part of his teaching time to administrative duties. In all colleges surveyed where division chairmen were full-time administrators, another position at the program level was existent devoting time for administration and teaching. The result has been the addition of another level of administrative decision-making between the faculty member and the full-time administrator.

6. The ultimate decision-making role of division chairmen may be influenced strongly by mandated collective bargaining in the state. Recent National Labor Relation Board rulings are placing division chairmen in or out of faculty bargaining units on the basis of their responsibilities and related authority to make decisions. The Chicago city community colleges' structure for division chairmen may become the "benchmark" for all colleges in the state. Division chairmen in Chicago colleges are included in the faculty contract and have responsibilities directly related to program and instructional matters. Administrative decisions are made by division administrators, a position that would be synonymous to division chairmen who are full-time administrators with titles to reflect the responsibilities. In Chicago, faculty members are instrumental in recommending the appointment of division chairmen to the chief executive officer. The division administrator position

was appointed by the chief executive officer in a manner consistent with other administrative appointments. This relationship of roles at the division level may clarify the positions involved.

7. The effect of authority, power, acceptance levels and performance in the administrative decision-making role of division chairmen was evident in the functions of planning, staffing, and budgeting. Power and authority in a position were dependent on several conditions and variables.

- a. The physical size of the division.
- b. The size of the college.
- c. The administrative prowess of the chairmen.
- d. The confidence of chairmen in their chief academic officer.
- e. The desire to effectively plan and administer the division.
- f. The autonomy of chairmen in their division.

Authority and power were more prevalent in positions where division chairmen were active in the functioning of their job. The larger the division and the more time devoted to administrative responsibilities were the factors that increased authority and power. Even in these circumstances, some division chairmen exhibited more authority and power than others. Authority and power were most evident in the functions of budgeting and staffing and minor in the planning function. The major obstacle to power and authority were the chairmen themselves.

Authority and power were most evident in chairmen who were administratively active, while those chairmen who were oriented to the teaching function seemed less inclined to seek authority. Division chairmen in community colleges exercise more administrative authority and power in their positions than do chairmen in universities.

Acceptance levels were high in all division chairmen positions surveyed in relationship to directives from superiors. Division chairmen were in a position to discuss jointly many administrative decisions prior to their issuance thus relieving the need for critical review when issued. Division chairmen who were highly administratively oriented accepted broad directives while chairmen highly teaching oriented were not inclined to challenge administrative directives. Chief academic officers enjoyed positive working relationships with division chairmen.

8. The future role of division chairmen will change as administrative decision-making increases as the chairmen devote more time, or full-time, to administrative duties. Divisions will continue to increase in size requiring more administrative decision-making. A new administrative level will appear at the program level, as division chairmen require assistance in the program and instruction functions.

The role of division chairmen will increase in administrative complexity and chairmen will have less direct contact

with faculty members. The orientation of the division chairmen will become more administrative, placing the responsibility for communication with faculty with the program level administrator.

Division chairmen will seek more authority and power and will group together for collective bargaining reasons as mid-management personnel.

Chairmen will neglect their academic specialty and become more educational generalists in administrative and program matters.

Recommendations

The role of division chairmen and their impact on the administrative decision-making process requires further study and research. This study was primarily conducted in the field and not structured in the laboratory setting usually devoted to empirical research. The data and findings of the study are presented to provide the stimulus for additional studies in the future. The uniqueness of the community college with its rapid successes will continue to provide division chairmen with a role void of educational parallels for guidance. Research into the role is imperative for the continued development of a methodology for implementation. The following recommendations are prescribed:

1. The further study of the functions of POSDCORB principles in administrative decision-making.

2. The further study of the role of division chairmen in the administering and teaching responsibilities of the position, a role apparently persisting in all organizational structures.

3. The further study and development of statements of responsibilities for division chairmen more consistent with the actual role of chairmen.

4. The further study of the impact of authority and power as exhibited by division chairmen in their administrative decision-making roles.

5. The further study of the relationship of large and small colleges on the role of division chairmen in decision-making responsibilities.

6. The further study of and the development of training programs in graduate universities for the emerging role of division chairmen in community colleges.

7. The further study of community college organizational structures in preparation for the effects of collective bargaining in the State.

8. The further study of the emerging new level of administration at the program level.

9. The further study by community colleges to develop a mission that deals effectively with larger divisional units.

10. The further study of planning methods to allow community colleges to develop consistent methods of planning programs and services.

11. The further study of the administrative training extant among division chairmen and the effect of a lack of administrative skills in relation to decision-making.

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APPENDIX

APPENDIX

The Interview Instrument

Part I - General Information

College _____

Position _____

Areas of Responsibility _____

Number of Persons Supervised _____

Part I - Planning Function

Planning is defined as the organized process where by the college community undertakes to prescribe the major direction of the college for a period of time through the development of short and long-range goals and objectives. The documents may be required by state agencies or a self-stimulated function of the college to provide the basis for financial, personnel, student and capital needs planning.

A. Specific Data

1. Is planning an important function of the college?
2. Does the college have a mission and scope statement?
3. How many committees do you serve on?
4. How many years in the future can planning be affected?

B. General Role

1. What is your role in college-wide planning?
 - a. How often in the last 12 months have you met with upper level administrators to discuss college-wide planning?
 - b. What evidence do you see where college-wide planning has been incorporated in the daily operation of the college?

- c. What was your involvement in the development of the college's Resource Allocation Management Plan - RAMP?
2. What is your role in the development of plans at the divisional level.
 - a. What short-range plans exist at the division level?
 - b. What long-range plans exist at the division level?
 - c. Is there evidence that involvement in the planning function increases authority? Example.
 - d. What should your role be in planning?
 - e. How much direction are you willing to accept from upper level administrators?

Part III - Staffing Function

The staffing function is defined as the process by which professional personnel are employed, assigned classes, evaluated and related with to facilitate the instructional process.

A. Specific Data

1. Is staff development a division or college responsibility?
2. What latitude do you have in determining your personal schedule?
3. Do you have regular meeting with your faculty?
4. Do you have a secretary? Full-time? Part-time?
5. What latitude do you have in your division with respect to upper level administrators?
6. Is your authority as a division chairman commensurate with your functions in staffing?
7. Are you evaluated by upper level administration? How?

B. General Role

1. What is your role in the employment of division faculty members?
 - a. How are you involved in the faculty tenure process?
2. What is your role in the development of the division master class schedule?
 - a. How do you determine the number of classes to be offered in your division?
 - b. How are your course assignments reviewed by upper level administrators?
 - c. How are minimum class sizes for your division established?
 - d. What is your role in canceling classes?
 - e. What is your role in assigning faculty teaching loads? Who receives your decisions?
3. What is your role in the evaluation of faculty members?

Part IV - Budgetary Function

Budgeting is defined as the process by which the financial resources of the college are expended and the involvement of various personnel in determining and recommending the equitable distribution of the resources on an annual basis.

A. Specific Data

1. What is the budgeting process of the college?
2. Does the college have a balanced budget?
3. What are the principle sources of revenue of the district? What are the related percentages?
4. Do you receive a monthly line item budget review for your division?
5. What percentage of the college budgeted expenditures are devoted to personnel salaries?
6. Do you have a personal travel budget?

B. General Role

1. What is your role in determining the college-wide budget?
 - a. How many times in the last 12 months have you participated in meetings with upper level administrators for budget purposes?
2. What role do you play in determining division budgets?
 - a. Are you given a bottom line figure for division expenditures?
 - b. How do you involve your division faculty in budget determinations?

APPROVAL SHEET

The dissertation submitted by J. Neil Admire has been read and approved by the following committee:

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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education.

May 1, 1978
Date

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Director's Signature